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ABSTRACT

Forty institutional research reports on a wide variety of subjects of concern to Harcum Junior College, a private two-year college for women, are compiled in this document. Topics of the reports include: student/guidance counselor perceptions of school objectives; library utilization; grades and grading practices; student opinions, characteristics, and assessment of the institution; student personnel services; faculty and student participation in committees; learning attitudes; enrollment projections and enrollment by program; admissions, 1962-1977; career vocational guidance and counseling; student dropout rate and transfer information; parental assessment of the college, 1966-1977; the Nelson-Denny reading test and academic achievement; faculty and staff opinions, values and attitudes; general education components of career curricula; faculty guidance/counseling activities; alumni opinions and accomplishments, 1968-1977; college exposure among prospective students; and abstracts of published research reports from 1973-1977. The final report summarizes the findings of institutional research conducted at Harcum since 1962. It is noted that the Harcum Institutional Research Report series, the Research Memorandum series, and research articles published in various professional journals now total 616 documents.

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BICENTENNIAL YEAR PLUS ONE:
INSTITUTIONAL RESEARCH, CALENDAR 1977

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Bicentennial Year Plus One: Institutional Research: Calendar 1977

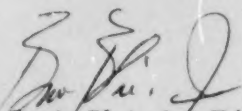
A succinct statement spelling out institutional research responsibility was offered by Ervin L. Harlacher at the Conference on Institutional Research in Community Colleges held at ETS in Princeton, N. J. August 1976. He noted that institutional research is responsible for evaluation; to document movement toward goal achievement, and to provide data for subsequent decision-making.

This has been the primary objective of the IR effort at Harcum, and it continues to be the principal reason why this staff/service office exists at the College.

Titles of the IR reports included in this compilation are listed numerically, by IRR numbers. They include the following:

- 77- 1 Student/Guidance Counselor Perceptions of What Harcum Seeks To Accomplish
- 2 Does Enjoyment Accompany Learning?
- 3 A Synthesis of Harcum Enrollment Projections
- 4 Decade Enrollments (Academic 68-69 through 76-77)
- 5 Library Utilization (1970-1976)
- 6 Letter/Grade Distribution: Fall Semester, 1976
- 7 'Deficiency' Grades: 1969/70-1976/77
- 8 Whom Do Harcum Students Like?
- 9 Harcum Assessments by Students: A Decade Synthesis
- 10 Preventive Counseling at Harcum (A Decade Synthesis: 1967/68-1976/77)
- 11 Harcum 1977 'Honors' Graduates
- 12 Career Vocational Guidance At Harcum: 1976-77
- 13 Student Personnel Services (Academic 1976-77)
- 14 Faculty Student Participation in Standing Committees: 1976-77
- 15 Competition Very Keen for September 1977 Freshmen
- 16 Faculty Guidance/Counseling Activities (A Decade Inquiry)
- 17 Freshmen Hear About Harcum From Whom?
- 18 Letter/Grade Distribution: Spring Semester 1977
- 19 Student Utilization of Library: 1970/71-1976/77
- 20 Harcum's Living History (Accomplishments of 1977 Graduates)
- 21 A Decade of Feedback Information from Harcum Graduates : 1968-1977
- 22 Harcum Student Withdrawal Rate: Exceptionally Low
- 23 A Decade Synthesis of Harcum Assessments by Harcum Students' Parents
- 24 Harcum Admissions: 1962-1976 (A 15-year Synthesis)
- 25 Harcum's Former High Student-Holding Power Record Surpassed!
- 26 Program Enrollment Rates Among 1977 Freshmen

- 77- 27 Striving for Excellence (A Faculty/Staff Perceptions Inquiry)
- 28 Harcum's Pennsylvanians
- 29 The Nelson-Denny Reading Test & Harcum Academic Performance
- 30 Harcum Students: Their Motivation & Learning
- 31 Collective Values and Attitudes of Harcum Faculty & Staff
- 32 Harcum Faculty Perceptions of "Effective" Teachers (A parallel-perceptions inquiry)
- 33 General Education Content of Harcum Programs of Study
- 34 Where Do Harcum Graduates Transfer?
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- 36 Harcum Faculty Attitudes: Innovation Readiness
- 37 Faculty-Assessed Bases For Assigning 'Deficiency' Grades
- 38 Trends in Harcum Grading Practices
- 39 Program Enrollments (Academic Decade: 68/69-77/78)
- 40 An Extended View of Harcum Students/Alumnae: 1962-1977



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January 1978



HARCUM JUNIOR COLLEGE

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Office of Research
IRR 77-1

(VI)

Student/Guidance Counselor Perceptions of
What Harcum Seeks to Accomplish
(A parallel-perceptions inquiry)

Over the years, Harcum has periodically reaffirmed the policies of its founders to provide suitable programs for young women who seek a two-year college education. This continues the desire and intention of the founders to adopt this education to the needs of these young women according to the demands of a changing society.

Today, Harcum exists to prepare individuals to live and work effectively in a changing world. The College offers an opportunity for a 'total' educational experience by promoting the intellectual, social, spiritual, aesthetic, emotional, and physical development of the individual. To achieve these goals it seeks to achieve the following objectives. Question - to what extent do current Harcum students and current high school guidance counselors perceive that Harcum seeks to achieve all of the following objectives? In short - how 'successful' has the College been in making known to its students and to high school guidance counselors its educational goals?

In an effort to answer these questions, Harcum students in the Fall of 1976 were invited to respond, anonymously, to a brief questionnaire which read: "If you were asked to identify what Harcum seeks to accomplish, which of the following would you select.... Any of these may, or may not, apply to you and your particular program of study. In any event, if you consider it to be among the objectives of the College, please check it."

Similarly, high school guidance counselors who receive the Harcum monthly admissions newsletter - KEEPING UP WITH HARCUM - were also invited to respond to a questionnaire which read: "If you were asked to identify what Harcum seeks to accomplish, which of the following would you select?"

The results of these parallel questionnaire inquiries are summarized in Table 1. The eight items in the table are listed in descending order of frequency of selection by counselors. They are expressed as percentages of the total counselors and total students responding.

Table 1. Perceived Harcum Objectives

<u>Counselors (N=187)</u>	<u>Objective</u>	<u>Students (N=464)</u>
<u>94%</u>	(1) Offers a balance of general and career-oriented courses of study.	<u>73%</u>
<u>92%</u>	(2) Offers career preparation courses, equipping individuals to become contributing members of the working world	<u>75%</u>
<u>90%</u>	(3) Provides transfer programs paralleling those offered in the first two years of four year college programs	<u>40%</u>
<u>75%</u>	(4) Develops in students academic competence, self-awareness and social sensitivity	<u>39%</u>
<u>66%</u>	(5) Provides guidance to meet each student's unique pattern of needs and interests	<u>38%</u>
<u>64%</u>	(6) Affords students opportunities to develop interpersonal and leadership skills through participation in co-curricular activities	<u>34%</u>
<u>60%</u>	(7) Provides diversified experience through semester abroad, work-study curriculums and cooperative programs with other institutions	<u>48%</u>
<u>52%</u>	(8) Prepares students to adapt to multiple roles as family members, parents, and responsible citizens	<u>23%</u>

Scanning Table 1, the student perceptions suggest the following:

(1) Less than a quarter of the respondents perceived the last-listed item as an objective, and also - the lowest percentage among counselors also perceived this as a Harcum objective.

(2) The current emphasis in American society upon educational preparation toward becoming contributing members of the working world is clearly reflected in the top-ranking accorded this objective - (also second-ranked by counselors). This suggests that Harcum is continuing its more than 60 year history of a sustained, consistent educational philosophy.

Mrs. Edith Harcum, in 1915, founded a school that was remarkably far-sighted. It was Mrs. Harcum's philosophy that the young women whom she undertook to educate must have a general education in the fine arts and culture as well as occupational skills. Objectives (1) and (2) in Table 1, reaffirm this basic policy.

(3) With the exception of the top-2 ranked objectives, less than a majority of the respondents identified any of the other six objectives as being among those the College seeks to achieve. In particular, objectives (5) and (6) are identified by only about one-third of the respondents. This may well reflect accurately the extent to which these students call upon college-offered guidance (both personal-social and career-vocational), or are willing (or interested) in participating in college-sponsored co-curricular activities and programs.

And it is further speculated that rather substantial levels of student disinterest and apathy are reflected in the comparatively few responses to objective (6): one can hardly develop the characteristics indicated in objective (6) if one is unwilling to participate.

(4) Obviously a very wide range of perception levels is indicated for students in the Table 1 listing: from a 'low' of 23% to a 'high' of 75%, or a range of 52%. (This roughly parallels the counselor range of 52% to 94% - or a spread of 42%).

The counselor responses noted in Table 1 appear to reflect the following perceptions:

(1) Sixty of the counselors (or 32%) perceived all eight objectives as Harcum goals. This indicates that one-third of these respondents are aware that Harcum strives to accomplish these diverse and multiple objectives.

(2) A majority of these 187 counselors identified each of these eight statements as being Harcum objectives.

(3) Counselors, as well as student respondents, most frequently identify with the top-2 ranked objectives. One might speculate that this reflects student responses to the calibre of the professional counseling assistance offered by these guidance professionals.

(4) With only one exception (the student percentage noted for objective (7), identical rank-ordering of objectives is noted within both groups. This would again seem to suggest a high degree of congruence-influence between counselors and counselees in regard to their perceptions of what Harcum seeks to accomplish.

(5) The higher total-perceptions index (594% for counselors vs 370% for students) suggests a considerably broader awareness of the multi-objectives the College seeks to achieve. In this connection it is gratifying to note the following unsolicited comments offered by some of these counselors:

a- No basis for judgement other than the literature you send - and appreciate getting that.

b- In all honesty, Harcum's program offers a level of excellence which would encourage me to check all 8 items. I tried (from all literature and material received) to check the most pertinent.

c- In my personal opinion, your school is outstanding in the above.

d- Item #8 - this I can't honestly answer. I hope so. It would be great if it is done.

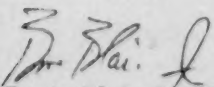
e- Items 4, 6, & 8: I am not certain - an educated guess would be that you are genuinely concerned about these areas.

f- Thoroughly enjoy your Harcum Bulletin and often quote bits of information.

g- Information based on printed material, for _____ high school has not yet had a student matriculate at Harcum.

We are grateful to all of the individuals who so graciously took time to share their perceptions with the College: we thank you!

As was previously noted, Harcum seeks to achieve each of the eight objectives listed in Table 1. It is therefore a stimulating challenge to all members of the Harcum community: how can the College help develop higher levels of perception-recognition from these objectives among both high school guidance personnel and prospective Harcum students?



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January 1977



HARCUM JUNIOR COLLEGE

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Office of Research
IRR 77-2

(VI)

Does Enjoyment Accompany Learning (A Student Perceptions Inquiry)

1. The subject of this report raises other tantalizing questions: should education be an enjoyable experience? do students believe they learn better if they are enjoying the learning process?
2. Often implicit to the teaching-learning process, as Bers⁽¹⁾ points out, is the assumption that learning and enjoyment accompany each other. As perceived by the learners, do they? To answer this question for Harcum students (a two-year, private, independent college for women), they were invited, in the Fall of 1976, just before the end of the semester, to respond anonymously to a brief questionnaire (attached).
3. Their self-assessed perceptions were obtained relating to a variety of learning-teaching experiences, and they also were requested to express their relative enjoyment levels of these teaching-learning techniques. Some 371 or 50% of the total student body responded with useable questionnaires. The following paragraphs report and discuss these responses.
4. Table 1, below, contains the group rankings of the various learning modes, listed in descending order of preference. These are the non-parenthetical numbers. These percentages represent the total numerical 'scores' given by these respondents, expressed as a proportion of the theoretical maximum scores of 7 for each member of this population. In effect, this listing yields a descending-order ranking by the group of their preferred learning modes.
5. The parenthetical percentages and rankings which appear in Table 1 reflect the enjoyment-assessments for these respondents. Again, these are expressed as a percentage of the theoretical maximum score of 7 for each respondent in the group.

Table 1: Learning Modes Preferences and Enjoyment Levels Rankings

	Learning Mode				
1st	Class Discussion	=	80%	(65%)	(3rd)
2nd	Lectures	=	61%	(41%)	(7th)
3rd	Field Trips	=	58%	(81%)	(1st)
4th	Movies	=	56%	(73%)	(2nd)
5th	Readings	=	55%	(44%)	(6th)
6th	Independent Study	=	54%	(47%)	(5th)
7th	Non-class rap sessions	=	41%	(53%)	(4th)

(1) Bers, Trudy H., "The Relationship Between Learning and Enjoyment: A Study of Student Perceptions of Teaching Techniques." Oakton Community College; Oct. 1975. (ERIC Document ED 119764)

6. Scanning Table 1, it is immediately apparent that there is no obvious 'matching' between the learning modes rankings and enjoyment levels rankings. For example, although the group ranked "Non-class rap sessions" as the method from which they learned the least, they ranked it in the median, 4th level of enjoyment.

7. Or - "Lectures" as a learning mode received the second highest ranking, and yet it is assessed as being the least-enjoyed method among these seven modes. Or - "Movies", only median 4th ranked as a learning mode, are 2nd ranked among enjoyment levels. With the exception of the 5th and 6th rankings, where only a one-interval ranking difference exists, in all other cases at least a 2-ranking differential exists between preferred learning mode and the enjoyment level ranking associated in the mode.

8. For this group of respondents, their learning mode preferences and enjoyment levels do not reveal 'matching' or close association. This may be, in part, due to the fact that the "Lecture" method - although least-enjoyed, is by far the most frequently utilized teaching technique, and therefore is 'high-ranked' as a learning mode as much because of its frequency as it is because of an 'absolute' preference.

9. Unquestionably in a 'class' by itself as a preferred learning mode is "Class Discussion". Although these respondents top-ranked "Field Trips" and "Movies" among their enjoyment preferences, "Class Discussion" follows closely in 3rd ranking order as an enjoyable technique for which some 41% gave it a 'top' learning mode score of "7".

10. As Table 1 reveals, "Class Discussion" is, by far, the most preferred learning mode as perceived, in the words of the questionnaire, "...in terms of how much You learn from each method". It is followed, with a sharp 20% drop in preference-strength, by 2nd ranked "Lecture" mode. Then, among these six-remaining modes there is only a 20% spread, to a 'low' of 4%. Overall, there is approximately twice as much preference expressed for 1st-ranked "Class Discussion" as there is for 7th-ranked "Non-class rap sessions."

11. From this range of expressed learning mode preferences, it is quite evident that these students believe they learn from a variety of teaching techniques. Further evidence to support this conclusion is summarized in Table 2, below. When the "Most" score of "7" is tallied-up for each of these learning modes, the number of times the particular mode is evaluated as a "Most" learning method, is expressed in this table as a percentage of the total respondents.

Table 2: - Descending Order Ranking of "Most" Learning Modes

<u>Rank</u>	<u>Learning Mode</u>	<u>% of Respondents</u>
1st	Class Discussion	41%
2nd	Lectures	16%
3rd	Field Trips	12%
4th	Independent Study	10%
5th	Movies	7%
6th	Readings	6%
7th	Non-class rap sessions	4%

12. If one notes the top-3 ranked learning modes in Tables 1 and 2, it is apparent that these respondents are consistent in what they perceive to be their most effective modes of learning. Both listings offer the same order of preference, with "Class Discussion" clearly surpassing all others.

13. Bers (see footnote (1) citation), in her study of some 99 students enrolled in basic American Government classes, found that their evaluations of learning modes were: 1st = Lectures; 2nd = Class Discussions; and 3rd = Readings. Although both her sample and the Harcum group selected the same two modes among their top-2, they did not perceive the same technique for their 3rd-ranked learning mode preference.

14. Table 3, which follows, summarizes the "Most" score of "7" tallied for each of these seven learning modes - in terms of the enjoyment these respondents associate with the particular mode. These are expressed as percentages of the total respondents who reported "7" or "Most" scores.

Table 3:- Descending Order Ranking of "Most" Enjoyment Scores

<u>Ranking</u>	<u>Learning Mode</u>	<u>% of Respondents</u>
1st	Field Trips	44%
2nd	Movies	15%
3rd	Class Discussions	11%
4th	Independent Study	10%
5th	Non-class rap sessions	9%
6th	Readings	5%
7th	Lectures	4%

15. Scanning Tables 2 and 3, there is immediately apparent a rather close 'matching' in the numbers who selected score "7" ("most"), both for learning mode preference and enjoyment level preference. With the exception of the 3% 'spread' between the two 1st-ranked items, there is no more than a 2% difference between the other comparable-rank percentages reported.

16. As one might further anticipate, there is again a consistency to be noted in the responses of these 351 students. As revealed in their top-3 rankings in Table 3, and their top-3 'enjoyment' rankings in Table 1, they are the same three modes of learning in both listings.

17. If the top-3 rankings in Tables 1, 2, and 3, and the information noted in paragraph 13, above, are combined, as has been done in Table 4, below, two facts are immediately evident:

- (1) "Class Discussion" and "Lectures" are the two modes which are top-3 selected both by the Oakton and Harcum groups, and
- (2) Among these seven learning modes, five of them are ranked among either the top-3 learning mode preferences or enjoyment level preferences.

Table 4: - All Techniques Ranked Among Top-3

<u>Learning Mode</u>	<u>Harcum</u>	<u>Oakton</u>
Class Discussions	x	x
Lectures	x	x
Field Trips	x	
Readings		x
Movies	x	

18. To briefly summarize, among this group of 371 college women in their first or second year of attendance, they:

(a) evidence a variety of learning modes through which they perceive they learn, the principal one being "Class Discussion".

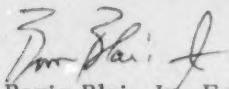
(b) do not reveal that their levels of enjoyment regarding various modes of learning are congruent with their perceived preferences among these various learning modes.

(c) consistently select the same three types of learning modes as their preferences, and

(d) consistently rank the same three learning modes as the ones they find most enjoyable.

19. The lack of concensus among these students in learning modes preferences is evidenced by the fact that in all but one mode (the "non-class rap sessions") at least a 50% or higher, level of preference was expressed for each of the remaining six learning modes.

20. This certainly suggests that a number of teaching-learning techniques are perceived by these respondents to be either a preferred mode of learning and/or of preferred enjoyment value. Clearly — a variety of teaching techniques is the expressed group preference of these students. This offers a stimulating challenge to faculty members.



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HARCUM JUNIOR COLLEGE

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Office of Research
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(VIII)

A Synthesis of Harcum Enrollment Projections

1. During the past few years demographers and other analysts of educational populations have made projections and estimates relating to college enrollments. This document seeks to synthesize several which appear to have application to Harcum. From the various predictions which are cited, central tendency statistics are presented as the best composite estimate presently available relating to Harcum's future enrollments: Reference documents cited appear in parentheses.

2. (Selected Educational Statistics for Pennsylvania - To 1985-86. Pa. Dept. of Education)

Two basic assumptions are made in projecting the following freshman enrollments at Harcum:

- (1) that the percentage of high school graduates attending college remains stable during the period noted: (so projected by the Penna. Dept. of Education), and
- (2) that the variations in numbers of high school graduates, as reflected in referenced document, also will apply broadly to the approximate 25% of Harcum freshmen who are expected to enroll from states other than Penna.

The numbers in parentheses in the following tabulation are estimated senior enrollments.

Freshmen	Totals	Freshman	Totals
1976/77 = 449 (303) =	752	1981/82 = 418 (301) =	719
1977/78 = 444 (320) =	764	1982/83 = 413 (298) =	711
1978/79 = 440 (314) =	754	1983/84 = 386 (294) =	680
1979/80 = 440 (314) =	754	1984/85 = 358 (275) =	643
1980/81 = 422 (314) =	736	1985/86 = 350 (260) =	610

Range = 752 to 610 or a 20% decrease

If the past 5-year average rate of 75% of invited juniors returning as seniors is applied to the academic year of 1985/86, this could result in a total full-time day division enrollment of approximately 610; (consisting of 75% of 350 returning as seniors - or 260, plus 350 freshmen). This would be almost a 20% reduction from this year's beginning enrollment.

Obviously this enrollment projection reflects a potentially serious enrollment erosion. This would necessitate attracting sizeable numbers of students other than full-time 17/18 year-old high school graduates to help insure Harcum's future financial viability.

The major conclusion reached in Background 75-01 is ... "a 22 Percent Decline Coming in College Enrollment Base" (above 2nd reference)

This very sobering conclusion is predicated upon one major fact. Using the 1975 total high school graduates as 100%, total yearly graduates are expected to drop to 98% in 1980; further decrease to 84% in 1985; and then shrink to 78% in 1990. There is little conjecture in these sobering statistics, for if the 17 year-olds are taken to be the starting pool for higher education participation, the CERTAIN FACT is that everyone who will be in college over the next 15 years has already been born!

Translating birth rates as discussed in these two references into projected enrollments at Harcum utilizing the Harcum enrollment of 752 in September 1976 as the base-line, 100% figure, projected enrollments would be:

1977 = 775	1982 = 783	1987 = 785
1978 = 783	1983 = 763	1988 = 813
1979 = 782	1984 = 744	1989 = 807
1980 = 784	1985 = 737	1990 = 759
1981 = 785	1986 = 755	

Range (between 1977 & 1986 = 775 to 755, or a 3% decrease

Of course, the above projections presume no major shifts in the various 'causative' elements which yearly affect Harcum enrollments. Additionally, it presumes that Harcum will continue as a two-year college for women offering associate degree programs which are 'timely' and sensitive to the ever-shifting, expanding roles of women in American society.

4. (October 1976 remarks of Mrs. Gladys Handy, acting Penna. Commissioner for higher education)

"We think we can soften the impact of declining enrollments by beginning to plan for it." State figures show that Pennsylvania colleges, which have experienced enrollment growth each year, will start to decline about 1979.

According to state figures, there are currently some 463,500 full-time and part-time students in Pennsylvania. By 1978 it is expected to rise to 469,000; drop to 466,400 in 1979; and by 1984, the last year in their estimate, the total is expected to be 420,100.

If these variations are translated into Harcum enrollments, the following projections would apply:

1978 = 827	
1979 = 797	
1984 = 684	<u>Range = 827 to 684, or a 18% decrease</u>

5. Combining the information presented in paragraphs 2 through 4, above - the following projected enrollments for Harcum are cited as the central tendency statistics, or averages.

1977 = 770	1982 = 747	
1978 = 775	1983 = 721	<u>Range = 770 to 673, or a 13% decrease</u>
1979 = 768	1984 = 690	
1980 = 760	1985 = 673	
1981 = 752		

Beyond 1985, only the single projections noted in paragraph 3 are available. These are not included in the above central tendency listing since they are not a composite projection.

6. Although the ranges noted in paragraphs 2, 3, 4 and 5 above reveal considerable variations, the obvious change each forecasts is an enrollment decrease. Even averaging in the small decrease of 3% (see paragraph 3) with the 20%, 18%, and 13% reported - this still yields a composite estimated decrease of 17%.

7. If this composite figure of 17% is applied to the Harcum 1976 enrollment of 752, within 10 years enrollment could be reduced to approximately 625.

8. As Dr. Peggy Heims of the National Center for Higher Education Management (NCHEMS) has noted: because of the following facts, long-range enrollment declines are anticipated.

(1) The birth cohort which forms the pool of 18-year olds in 1984 is 15% smaller than the cohort for 18-year olds in 1975.

(2) The 1991 cohort is 27% smaller than in 1975!

(3) Diminishing growth functions in college attendance are also appearing.

If these continue, unchecked, they will also contribute to a pattern of adverse environment.

(4) Demographers are generally expressing the view that although college attendance rates are rising slowly - they will not likely be able to offset the decline in births.

(5) Although short-range enrollment improvements are associated with the introduction of new programs of study, typically most new programs experience 'new-product' life cycles - i.e. rapid expansions followed by market saturation and enrollment declines to modest, long-run levels.

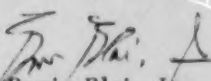
9. In the light of the facts cited above, the following observation takes on urgent implications:

There is no education technology which will ever substitute for effective management of the educational enterprise. Both the vitality and viability of Harcum's future are tightly associated with:

(1) sensitive perceptions of shifting societal values, and

(2) competent management and competent performance of educational practices which respond to these shifts in cultural-societal values.

Combined, these two institutional characteristics can produce sound policies and practices which will help the college avoid the pitfalls of complacency and misdirection.


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February 1977



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Office of Research
IRR 77-4

(II)

Decade Enrollments (Academic 67-68 through 76-77)

1. Table 1, attached, documents by curricula, the enrollments in these various programs over the past academic decade. If the decade curriculum enrollments (Table 1 attached to last year's report: see IRR 76-6) are compared with the attached table, the following changes are noted in the percentages of the total 10 year enrollments contributed by the identified program of study.

<u>Program</u>	<u>Decreases</u>	<u>Last Year's Decade</u>	<u>Current Decade</u>
Child Care		29%	26%
Retail Merchandising		16%	15%
General Studies		7%	6%
Ed. Associate		6%	5%
Art		3%	2%
Drama		1%	.8%

These decreases result because enrollments in the identified programs are less in academic 1976-77 than they were a decade ago in academic 1966-67.

	<u>Increases</u>	
Animal Technician	7%	10%
Interior Design	.6%	1%
Pre-Nursing	.6%	.9%
Bus. Adm. Acctg.	.3%	.5%
Animal Center Mgt.	.3%	.7%
Tourism/Travel	.3%	.7%
Business Mgt.	.2%	.3%
Optometric Asst.	.2%	.4%
Commercial Art	.05%	.3%
Bus. Adm. Mktg.	.02%	.07%

These increases all reflect the fact that each of the identified programs is less than 10 years old and each, with the exception of Business Management, has an enrollment in 1976-77 larger than in 1975-76.

	<u>Constants</u>	
Liberal Arts	5%	5%
Medical Secretary	4%	4%
Executive Secretary	4%	4%
Medical Lab. Tech	3%	3%
Legal Secretary	3%	3%
Social Service	3%	3%
Medical Technician	2%	2%
Recreational Leadership	2%	2%
Fashion Design	.7%	.7%

These 'stable' programs have contributed approximately the same percentages (since those reported are rounded-off to the nearest whole number) of the total enrollments for the two decades compared.

2. The enrollments reported in Table 1, attached, reveal the following facts:

(1) Far outnumbering other individual programs, the 3 which have enrolled the largest numbers have been: Child Study = 1602; Retail Merchandising = 938; and Animal Technician = 628. Combined, these three have contributed the majority of the total enrollment over the past academic decade, 51%.

(2) If the individual programs are grouped into the four major areas of preparation as listed in the Harcum 1976-1978 catalog, the following descending order distribution results for the decade ending 1976-77. Percentages in parentheses reveal the distribution for the academic decade which ended in 1975-76.

Teacher Preparation	=	32% *	(38%)
Business Management	=	28%	(27%)
Allied Health Services	=	21%	(17%)
General Education	=	19%	(18%)

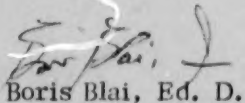
*As a percentage of the total decade enrollment

(3) The proportionate decrease in the Teacher Preparation area, listed immediately above, is reflected in all of the three other major areas by increases, with Allied Health Services moving into third position by virtue of its continuing 'new program' enrollment increases.

(4) However, — lest false optimism and complacency arise, it is absolutely essential to maintain a realistic perspective. As Dr. Peggy Heims of NCHEMS (The National Center for Higher Education Management) has suggested — although short-range enrollment improvements are associated with the introduction of new programs of study, typically most new programs experience 'new-product' life cycles - i.e., rapid expansions followed by market saturation and enrollment declines to modest, long-run levels.

3. Between the first and second halves of this past decade enrollments decreased some 4%; from 3154 to 2983. Had this 'shrinkage' not occurred, and had an additional 170 been enrolled (50% residents and 50% commuters), this would represent an added income of approximately \$450,000. In the present economy of the 'shrinking' purchasing power of the dollar, this sizeable amount takes on even greater significance.

4. Obvious though it may appear, and trite as it may sound - vigorous efforts must constantly be directed to the introduction of new programs which reflect preparation for the shifting and expanding roles of American women in the nation's workforce. Such programs will attract the students who wish to prepare themselves for these new opportunities.


Boris Blai, Ed. D.

Director: Institutional Research

February 1977

TABLE 1:- Decade Curriculum Enrollment: Academic 1967-68 through 1976-77

Academic Year

PROGRAM	1976 1977	1975 1976	1974 1975	1973 1974	1972 1973	1971 1972	1970 1971	1969 1970	1968 1969	1967 1968	10 yr. Tot.	% of 10 yr. Tot.
Child Study	69	68	92	106	133	212	234	211	237	240	1602	26% *
Ret. Mdse	94	85	70	58	82	108	129	121	87	104	938	15%
An Tech	197	130	147	65	59	-	-	-	-	-	628	10%
GenStudies	31	39	13	14	9	18	45	69	57	66	366	6%
Lib Arts	19	19	26	23	39	30	23	42	39	47	307	5%
EdAssoc	3	7	9	16	12	45	48	36	41	62	279	5%
MedSec	33	28	23	22	24	17	10	23	22	41	243	4%
Exec Sec	13	19	13	18	21	23	24	25	35	43	234	4%
Legal Sec	39	36	20	19	20	13	17	12	8	9	193	3%
SocServices	15	24	29	31	28	26	17	-	-	-	170	3%
MedLabTech	20	24	13	18	19	12	17	12	13	17	165	3%
Art	5	6	9	10	9	16	17	24	21	27	145	2%
MedTech	13	8	18	26	21	13	6	7	8	10	130	2%
FashDes	36	28	19	16	9	12	10	-	-	-	130	2%
Recr Ldrsp	8	10	7	13	15	14	8	13	12	11	111	2%
Para in Ed	-	-	-	-	4	8	9	27	30	-	78	1%
Int. Des. gr	39	24	12	-	-	-	-	-	-	-	75	1%
PreNurs	19	18	11	4	2	-	-	-	-	-	54	.9%
DramArt	2	3	4	5	3	11	6	7	2	8	52	.8%
An Ctr Mgt	23	13	6	-	-	-	-	-	-	-	42	.7%
BusEduc	-	2	6	7	8	6	7	4	2	-	42	.7%
Tour/Trav	23	13	5	-	-	-	-	-	-	-	41	.7%
BusAdmAcct	14	11	5	3	-	-	-	-	-	-	33	.5%
OptomTech	16	9	2	-	-	-	-	-	-	-	27	.4%
BusMgt	4	7	5	1	-	-	-	-	-	-	17	.3%
CommArt	13	3	-	-	-	-	-	-	-	-	16	.3%
LibAide	-	-	-	-	1	3	2	4	2	-	12	.2%
Jour/PR	-	-	-	2	3	-	-	-	-	-	5	.1%
BusAdmMkt	3	-	1	-	-	-	-	-	-	-	4	.07%
PrePhar	-	1	1	-	-	-	-	-	-	-	2	.03%
TOTALS	752	635	570	505	521	587	629	637	616	685	6141	

*All percentages of one or more are rounded-off to the nearest whole number



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-5

(II)

Library Utilization 1970-1976

- Periodically, student utilization of library resources has been the subject of prior IR reports. In the most recent, IRR 76-3 "Learning Resource Center Utilization: 1970/71-1974/75, the reported ratio of books circulated per student was 14:1 for academic 1974/75, the lowest ratio for the five academic years cited. The report concluded with this statement.... "all faculty and staff might well ask the sobering question - 'why the disturbing drop in books usage?'"
- When the total number of volumes circulated for academic 1975-76 is compared with prior years, this 'unhealthy' trend has continued - as Table 1 clearly reveals: Why? With a 12% increase in enrollment for 1975/76 vs 1974/75, and a 16% decrease in volumes circulated - something is apparently awry.

Table 1:- Books Circulations: 1970-1976

	1970/71	1971/72	1972/73	1973/74	1974/75	1975/76
Total Volumes						
Circulated	10,097	10,610	10,125	9,148	8,678	7,282
Books Circulated						
Per Student (Ratio)	16:1	18:1	19:1	18:1	14:1	11:1

- The total number of books circulated by categories, is documented in Table 2 for the past two academic years - the two years of 'lowered' usage when compared with the prior four academic years. These are listed in descending order of volumes circulated during academic 1975/76.

Table 2:- Books Circulated 1974/75 and 1975/76: by categories

Category (code #)	1975/76	1974/75	Diff. '76 vs '75
Sociology (300)	1941	1525	+416
Literature (800)	1538	2570	-1032
Applied Science (600)	1137	484	+653
Fine Arts (700)	610	412	+198
Philosophy (100)	503	447	+56
Fiction	476	381	+95
Pure Science (500)	436	345	+91
Children's Books	218	1996	-1778
History & Travel (900)	168	195	-27
Biography (920)	98	177	-79
Religion (200)	93	94	-1
General Works (000)	37	30	+7
Language (400)	27	22	+5
Totals	7282	8678	-1396

4. The two dramatic shifts which occasioned this overall reduction of 16% in books circulated were in the areas of Children's books (-1778) and Literature (-1032). Major increases in books circulated included Sociology (+416), Applied Science (+653) and Fine Arts (+198), followed by Fiction (+95 and Pure Science (+91).

5. Table 3, which follows, compares the 5-year averages of books circulated, by categories, with the percentage distribution for academic 1975/76. All whole numbers are rounded-off to the nearest whole number.

Table 3:- Books Circulated: 1975/76 vs Past Five Year Averages

	1970/71-1974/75		
	Average	1975/76	Diff. 76 vs Average
Literature	29%	21%	-8%
Children's Books	23%	3%	-20%
Sociology	18%	27%	+9%
Applied Science	5%	15%	+11%
Philosophy	5%	7%	+2%
Fiction	5%	7%	+2%
Fine Arts	4%	8%	+4%
Pure Science	4%	6%	+2%
History & Travel	3%	2%	-1%
Biography	3%	1%	-2%
Religion	1%	1%	—
General Works	.3%	.5%	+.2%
Language	.3%	.3%	—

6. The major shifts noted in paragraph 4 above, which related to comparisons between academic years 1975/76 and 1974/75, are also evident in Table 3 above relating to 1975/76 versus averages for the previous five academic years. This relates to the fact that a high degree of stability existed in the distribution of books circulated during academic years 1970/71 through 1974/75.

7. There is no question but that academic 1975/76 is atypical when compared with the averages for the preceding five academic years. Both Literature (-8%) and Children's Books (-20%) show sizeable decreases in books circulated. This is partially 'compensated' by sizeable increases in Applied Science (+11%), Sociology (+9%) and Fine Arts (+4%). Overall, however, the fact remains that there is a sharp 25% decrease in total books circulated: why?

8. Beyond the 'obvious' explanation of enrollment shifts in Child Study, Animal Technician, Fashion Design, Interior Design and Commercial Art which account, in part, for these books circulations shifts - why has the total books circulations per student deteriorated since academic 1973/74. This is certainly an undesirable trend which should be arrested.


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February 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-6

(IV)

Letter/Grade Distribution Fall Semester, 1976

1. Reference the March 1977 Registrar Office grade distribution report, the following supplementary analyses are furnished for assessment-evaluations by faculty and administrators. All numbers reported are percentages to facilitate comparisons: all are rounded off to the nearest whole number. The numbers in parentheses reflect the percentage distributions for the Fall Semester of 1975, and since all numbers are rounded off to the nearest whole number, totals may not equal 100%.

Table 1:- Letter/Grade Distribution: By Academic Divisions

Division/Grade	A	B	C	D	I	W	NC
Behavioral Science	18 (18)	36 (30)	33 (34)	6 (8)	0 (2)	2 (6)	5 (3)
Business	26 (28)	35 (37)	24 (19)	7 (6)	1 (2)	2 (2)	5 (5)
Humanities	12 (17)	37 (40)	36 (32)	8 (4)	2 (2)	2 (1)	3 (4)
Science	25 (26)	32 (39)	26 (24)	9 (5)	1 (2)	2 (1)	5 (3)
Totals	20 (23)	35 (37)	30 (27)	8 (6)	1 (2)	2 (2)	5 (4)

2. Scanning Table 1, the following facts are evident:

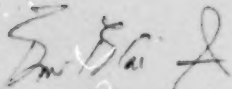
- (1) "A" grades assigned for the Fall Semester, 1976 either equalled or were less than the Fall Semester, 1975. (It is also of interest to note that the "A" grades assigned for the Fall, 1975 either equalled or were less than Spring Semester 1975. This reveals a counter-trend at Harcum to the A grade inflation syndrome being noted in collegiate grading practices.
- (2) Total 'premium' grades assigned (As and Bs) was 5% less in Fall Semester 1976 vs Fall Semester, 1975.
- (3) "C" grades totals increased 3%, "D" grades 2%, and "NC" increased 1% when comparing these two Fall Semesters.

3. Since 1969, prior IRR's have revealed a rather stable grade distribution pattern at Harcum. As Table 1 evidences, this is apparent for the two semesters cited, with only a 2% variation in Bs and Ds, and a 3% variation in As and Cs.

4. In recent years professional literature has been replete with articles discussing grade inflation. In recent past semesters this 'inflation' also occurred at Harcum. This is clearly revealed in Table 2 which compares the average letter grades assigned throughout the 5 semesters, Spring '69/Fall '71, with the 5 following semesters, Spring '72/Fall '75. However, most gratifying to note is the reversal of this trend for Fall Semester, 1976!

Table 2: Average Letter/Grade Percentages

Semesters/Grades	A	B	C	D
Spring '72/Fall '75	21%	37%	30%	6%
Spring '69/Fall '71	13%	33%	40%	8%
FALL 1976	20%	35%	30%	8%



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March 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-7

(IV)

'Deficiency' Grades 1969/70 - 1976/77

1. Although NC (no credit) has been utilized as a grading symbol in academic 1975/76 and 1976/77, essentially it represents the 'deficiency' grade "F" which was formerly in use. As has been suggested, such F and NC grades, as well as I (incomplete) and D grades, may be viewed as rough measures of less-than-desirable academic motivation levels in students. Additionally, they may also be considered as being a spin-off of inadequate social-personal coping behavior which may result in their failure to apply themselves to their studies.

2. A review of D, F, and I grades since academic 1969/70 reveals a very stable long-range pattern of such grade assignments, expressed as a percentage of total grades assigned each semester. Such stability might reflect broadly similar levels of student academic motivation, prior academic preparation, academic capabilities, and past records of academic achievement. It might also be influenced by the fact that a substantial majority of the faculty have taught at Harcum throughout this period.

3. Other research inquiries (IRRs 70-5, 72-2, 72-24, 72-31, 73-34, and 75-5) rather consistently appear to suggest that both student characteristics and faculty stability have contributed to this stable grading pattern. As Table 1 reveals, from 1969/70 to 1975/76 this stability in grading pattern is evidenced by the fact that it did not vary by more than 2%.

Table 1:- 'Deficiency' Grades Assigned

Averages 1969/70-1974/75	Fall Semesters	
	1975	1976
F = 4%	4%	5%
I = 2%	2%	1%
D = 6%	6%	8%

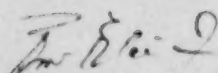
4. Five years ago (in January 1972) the following observations were made in IRR 72-5, 'Trends' in Lower Grades (Fall 1965 to Fall 1971):

"6. Keener competition for freshman admissions has been on the increase in recent-past years, particularly for 2-year private, independent colleges. This has been occasioned by at least two major changes in freshman college

admissions: (1) many 4-year colleges have lowered their entrance requirements, and (2) the rapid proliferation of tax-supported (low tuition) community colleges during a period of general economic recession.

7. The long-range effects of these changes is virtually inevitable: greater numbers of students with modest high school academic records matriculate in these 'competing' institutions. As a consequence, there are fewer of such students... This, in turn, is reflected in a reduced number available to accept invitations to attend Harcum. Paralleling these significant shifts....it is anticipated that a rising level of 'lower' grades will be somewhat characteristic of the immediate years ahead."

5. The facts noted in Table 1 above do reveal such a "rising level", both in F and D grades for the Fall Semester of 1976. Will it continue?



Boris Blai, Jr. Ed. D.

Director: Institutional Research

March 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-8

(VI)

Whom do Harcum students like?

1. When Americans are asked to judge the "ethical and moral practices of 19 occupational groups", they place college professors and K-12 teachers among the top six, according to a survey conducted for NEA and major businesses by the Opinion Research Corporation. How do the views of Harcum students compare with this national sample?
2. In March 1977 the Harcum students, through the helpful assistance of the Humanities Division, were invited to respond anonymously to a questionnaire. They were asked to express their views on the ethical and moral practices of different groups in this country, by rating such ethical and moral practices either as: Excellent, Good, Fair, or Poor. Some 372 or 50% of the student body responded.
3. Table 1, below summarizes the combined percentages whose ratings were either 'Excellent' or 'Good', listed in descending order for the Harcum group. In addition, the percentages listed in parentheses are the responses for the national sample, followed by the rank-order of that percentage for the national sample.
4. Looking at Table 1, one might well speculate - shades of post-Watergate morality! The very lowest in esteem, among the lowest, are Federal government officials. Both samples rated them in the least-esteem position among the 19 occupations.
5. In general, there is a rather close matching of the rankings by these two groups. For example, the 13th through 19th rankings include the same occupational groups, with "Corporative executives" and "Advertising executives" occupying the same relative rankings.
6. Among the top-ranked occupations, far less 'matching' is evident. Although "Scientists" and "Physicians" are high-ranked by both samples, there is considerable variation from the 3rd through 5th rankings.
7. In the mid-upper rankings of 6th through 8th, there are identical selections of occupations. Thus, overall, there are 5 identically-matched rankings by these two groups, and in 3 other instances, no more than a one-rank difference in the ranking selections by the Harcum and the non-Harcum groups.

Table 1: - 'Rated' Ethical and Moral Practices of Occupational Groups

Rank/%	Occupation	
1st - 99%	Scientists	(72%) - 3rd
2nd - 95%	Physicians	(76%) - 1st
3rd - 93%	Lawyers	(49%) - 12th
4th - 84%	Military Leaders	(51%) - 10th
5th - 83%	Average Workers	(73%) - 2nd
6th - 82%	College Professors	(60%) - 6th
7th - 81%	Bankers	(59%) - 7th
8th - 80%	Media reporters (radio, TV, etc.)	(55%) - 8th
9th - 78%	Supreme Court	(50%) - 11th
10th - 73%	High & Grammer school teachers	(68%) - 5th
11th - 72%	Small business proprietors	(70%) - 4th
12th - 68%	The President	(52%) - 9th
13th - 55%	Stock brokers	(34%) - 15th
14th - 54%	Corporate executives	(36%) - 14th
15th - 51%	U. S. Senators & Representatives	(38%) - 13th
16th - 50%	Advertising executives	(32%) - 16th
17th - 48%	Labor Union Officials	(28%) - 18th
18th - 47%	State & local government officials	(30%) - 17th
19th - 42%	Federal Government officials	(28%) - 19th

8. Although college professors are placed among the top six by both groups, the Harcum sample did not rank their K-12 teachers among these high esteem occupations, as did the non-Harcum group. The variations, or differences in 'strengths' of the "ethical and moral practices" assessments of these two groups are noted below.

Table 2: - Differences in 'Strength' of Positive Assessments

Occupation	Harcum	Non-Harcum	Difference
Lawyers	93%	49%	44%
Military leaders	84	51	33
Supreme Court	78	50	28
Scientists	99	72	27
Media Reporters	80	55	25
College professors	82	60	22
Bankers	81	59	22
Stock Brokers	55	34	21
Labor Union officials	48	28	20
Physicians	95	76	19
Corporative executives	54	36	18
Advertising executives	50	32	18
State & local government officials	47	30	17
The President	68	52	16
Federal Government officials	42	28	14
U. S. Senators & Representatives	51	38	13
Average Workers	83	73	10
High and Grammar school reachers	73	68	5
Small business proprietors	72	70	2

9. As Table 2 reveals, major differences are evident in the assessments of the following occupations by these two groups. In each instance, the percentage difference reported evidences a higher level of approval among the Harcum sample:

1- Lawyers	= 44%	4- Scientists	= 27%
2- Military leaders	= 33%	5- Media reporters	= 25%
3- Supreme Court	= 28%	6- College professors	= 22%

10. Among the following occupations, the least differences are evident in the assessment of these two groups:

1- Small business proprietors	= 2%	4- U.S. Senators & Reps.	= 13%
2- High & grammar school teachers	= 5%	5- Fed. govt. officials	= 14%
3- Average workers	= 10%	6- The President	= 16%

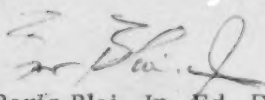
11. Scanning the percentage ranges for the two samples, the Harcum sample, without exception, expressed a higher level of esteem for these various occupations than did the general public sample. With but three exceptions, half or more of the Harcum respondents gave "Good" or "Excellent" ratings to each of these occupations.

12. On the other hand, the general public sample was less 'charitable', for half or more of them did not rate seven of the occupations as either "Good" or "Excellent". And no more than 72% of them gave these ratings to any one of the occupations, whereas 90% or more of the Harcum sample so rated three of these occupations.

13. Intriguing questions: What 'explains' the very substantial differences of the individual occupations assessments by these two groups? (Might it be varying exposures to these occupations by the respondents in the two groups?) Why is there such a tremendous range in these differences for the various occupations included? (Could it perhaps be differences in the occupations of Harcum students' fathers?) (Or might it reflect varying personal experiences of these respondents with individuals working in these 19 occupations?)

14. Returning to the initial question posed in the title of this report - Whom do Harcum students like? - they high-rate (upper-third) the "ethical and moral practices" of:

1- Scientists	4- Military leaders
2- Physicians	5- Average workers, and
3- Lawyers	6- College professors


Boris Blai, Jr. Ed. D.
Director: Institutional Research

April 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-9

(VI)

Harcum Assessments by Students A Decade Synthesis

1. Periodically since 1967 Harcum students have been asked to anonymously assess the College. Although the questionnaire instrument has been a very brief one, it has reflected the sentiments of rather substantial segments of the student populations throughout this past decade. Since the same questions have been asked each time, valid comparisons can be made, and these collective student views should be of continuing interest to both faculty and staff personnel.

2. This report highlights the summary views of at least a majority of five 'generations' of Harcum students, as the following tabulation reveals:

1967 = 51%	1973 = 80%	1977 = 52%
1970 = 60%	1976 = 77%	

3. Following are the four questions asked each of the survey years. The percentages listed within the parentheses are the responses for 1976, 1973, 1970, and 1967, in that order. The non-parenthetical figures are the responses for the 1977 sample.

"What are your candid impressions of Harcum regarding:

(1) Student-faculty relations? In general they are -

- | | |
|--------------------------------------|----------------------------|
| a- Cordial (above average) | = 44% (37%, 37%, 35%, 40%) |
| b- Satisfactory (average) | = 49% (59%, 61%, 63%, 52%) |
| c- Cold & impersonal (below average) | = 7% (4%, 2%, 2%, 8%) |

Scanning the above tabulation, over this past decade, some five 'generations' of Harcum students have, on the whole, anonymously expressed 'positive' views regarding student-faculty relations. On the average, 40% have indicated that they considered these relations to be "Cordial", or above average; 55% have rated them as "Satisfactory", and a small 5% expressed the 'negative' view - "Cold and Impersonal.

When these facts are coupled with the consistently low student dropout rate, (averaging only 6.4% over the past decade), it is evident that very substantial numbers of Harcum students have found satisfaction in their faculty contacts.

(2) "In general, do you find your classes are:

- a- Stimulating; interesting? (above aver.) = 16% (19%, 17%, 16%, 41%)
- b- O. K. ? (average) = 75% (80%, 70%, 75%, 37%)
- c- Uninteresting, dull? (below aver.) = 9% (11%, 3%, 9%, 22%)

Over the past ten years, on the average 22 of each 100 respondents indicated they found their classes "Above average"; a very substantial 67% rated them "Average", and 11% "Below average."

These student assessments, spanning ten years, appear to indicate that on the average- about 90% have found their academic classes OK; stimulating; interesting. Since these surveys have been entirely anonymous, there is no reason to believe that these are not the true views of the respondents.

(3) "College sponsored activities (clubs, social & athletic events, etc.) are:

- a- Too many = 0% (0%, 0%, 0%, 0%)
- b- Sufficient = 71% (74%, 74%, 36%, 55%)
- c- Too few = 29% (26%, 26%, 64%, 45%)

Among the current year respondents it is noted that a higher percentage considered "Too few" the appropriate response, representing an increase over recent-years. On the average, 62% indicated in the past decade that they considered such college sponsored activities "Sufficient", leaving some 38% who have considered them "Too few." (Unfortunately it is often the same individuals who respond "Too few" and yet remain apathetic and do not participate in the available programs and activities!)

(4) "What is your overall impression of Harcum?"

- a- Stimulating; enjoyable (above average) = 18% (27%, 21%, 16%, 39%)
- b- O. K. (average) = 70% (63%, 70%, 66%, 39%)
- c- Uninteresting; dull (below average) = 12% (10%, 9%, 18%, 22%)

This year responses to this umbrella-type question reveal that a higher percentage of the respondents offered "below average" ratings than did those last year or four years ago. Over the past ten years an average of 24% of those responding evaluated the college "above average", with some 60% giving "O. K." as their overall impression, and 16 of each 100 respondents expressing a "below average" rating.

3. Summarizing the results reported in the above paragraph, if "Satisfaction Indexes" are computed, consisting of the "average" and "above average" assessments offered by Harcum students of this past decade, Table 1 itemizes them.

Table 1: Satisfaction Indexes Reported by Harcum Students

Question #	1977	1976	1973	1970	1967
(1)	93%	96%	98%	98%	92%
(2)	91%	89%	97%	91%	77%
(3)	71%	74%	74%	36%	55%
(4)	88%	90%	91%	82%	78%
Sample sizes	52%	77%	80%	60%	51%

4. Probably the single most striking fact to be noted in Table 1 above is the substantial degree of assessment stability over the years for these four questions asked. Even though the sample sizes varied from 51% to 80% of the yearly populations, in question #1 the range of responses was only 6%. In question #2 the range was 20%; question #3 was 38%; and question #4 was 13%.

5. If the satisfaction indexes are totaled for these 5 years the following tabulations results.

1977 = 343 -3rd highest
 1976 = 349 -2nd highest
 1973 = 360 -1st highest
 1970 = 307 -4th highest
 1967 = 302 -5th highest

It is noted that the highest level was expressed by the 80% sample in 1973, followed quite closely by the 77% sample in 1976 and the 52% sample in 1977, and the three highest ones were offered by student populations among the highest in the history of the college.

6. One may reasonably speculate that these expressed satisfaction indexes reflect the true views of these students for they are 'reinforced' by two other highly significant indicative records. Over the past decade, the voluntary annual quit rate among students has averaged a very low 6.4%. Certainly this too suggests that most Harcum students find their two years to be a 'positive' experience.

7. In addition, the acceptance rate among invited juniors returning for their second year is also quite favorable. Last year 76% of invited resident students returned and 91% of commuters also came back, by invitation. Thus, 82% of all invited did return. And over this past decade a yearly average of 75% of invitees have returned. Surely this statistic is strong evidence that very substantial numbers of Harcum students have at least an average level satisfaction index.

8. Two open-ended items have been included in the past three questionnaires. Summary responses to them follow. These are listed in descending order of frequency of mention by the current year respondents, followed by the percentages for the two prior years noted.

(5) The ONE thing I like best about Harcum is:

	1977	1976	1973
___ faculty interest, help, friendliness	36%	27%	24%
___ small classes	22%	21%	15%
___ having desired courses/programs	20%	16%	18%
___ location of school	9%	5%	0%
___ dorm living facilities	8%	13%	8%
___ relaxed, friendly atmosphere	7%	12%	5%
___ friends I've made	6%	11%	7%
___ meals served	5%	2%	6%
___ social/club activities	3%	3%	2%
___ being a small college	3%	14%	8%
___ not being co-ed	2%	1%	0%
___ living away from home	0%	1%	2%
___ the library	0%	1%	0%
___ no Saturday classes	0%	1%	0%

9. Most immediately apparent in the above tabulation is the fact that the same three dimensions of Harcum: (1) the faculty; (2) small classes; (3) having desired courses/programs, have occupied the top-3 ranks of the ONE thing best liked.

10. This should be a source of considerable satisfaction to the Harcum community. Among all the varied dimensions of college living, from the play (fun) to the serious (working toward becoming an educated individual), very sizeable numbers of recent-year students have strongly opted for matters academic - and this they have done freely in an open-ended, non-forced choice situation.

11. Being caught up in the daily concerns of resolving problems for some individuals, the facts reported in paragraph 9 above are sometimes lost sight of. This should not be, for herein lies the keystone of the Harcum educational experience!

12. Opportunity for students to 'vent' pet peeves or gripes was provided by including the following open-end statement:

(6) The ONE thing I dislike most about Harcum is:

	1977	1976	1973
___ 'childish' regulations (like high school)	18%	11%	8%
___ parking!	11%	0	0
___ rules about male visitors	10%	4%	7%
___ lack of social life, activities	9%	23%	5%
___ no response to this item	9%	3%	15%
___ food	7%	5%	3%
___ limited electives	6%	0	4%
___ not co-ed	6%	8%	8%
___ some girls' attitude (apathy, unacademic)	5%	10%	14%
___ dull weekends	5%	12%	4%
___ no heat in winter!	4%	0	0
___ tuition too high	4%	2%	2%
___ resident/day student relations	4%	5%	2%
___ "nothing" written in	3%	4%	7%
___ dorm life regulations	3%	6%	7%
___ cheaters not punished	2%	2%	0
___ administration 'cold', indifferent	2%	1%	0
___ library closes too early	2%	0	0
___ no smoking rules	2%	1%	3%
___ poor reputation	1%	0	0
___ no activities center for 'socials'	0	0	3%

13. Scanning the above tabulation it is apparent that priority of peeves has varied over the years. Parking which was totally absent in the two prior surveys is the second most prevalent complaint. This is, of course, associated with the fact that this year has been the highest enrollment of day students. Coupled with the fact that resident students may now park cars on campus, limited facilities have been strained.

In general, it is evident that most of the same sorts of things are pet peeves among these three generations of Harcum students, (perhaps they are somewhat typical for this age group attending colleges.) However, it is also noted there appears to be much truth in the statement.... "you can't please them all," for many items appearing in this dislike listing is also to be found in the paragraph 8 like listing!

14. One final, open-ended question was included:- "Any other comments you care to offer?" Recognizing full well that this is an open 'invitation' for the chronic griper to sound off, nonetheless there are comments here which may suggest areas for future improvements. One final note: each statement merely represents the views of one individual only - not a collective or representative sentiment of the student body in general. Statements are not included here which already appear in either like or dislike listings in paragraphs 8 & 12 above.

- (1) More variety of teachers needed.
- (2) Let the students use the typing room more.
- (3) Shouldn't charge day students for meals: \$1.60 is too much money.
- (4) Melville should have air conditioning, or at least a fan. It's too hot.
- (5) If a student is a point away from an A, B, or C, it should be given to her.
- (6) The school is not dull, but it is not average. It's something between average and dull.
- (7) For the cost of our education, more of the necessary supplies should be school furnished.
- (8) The place is just great. I'm for Harcum!
- (9) The school talks too much about things they have which aren't even offered.
- (10) The pool sticks never have any tips on them.
- (11) Gym shouldn't be necessary or a requirement for non-Phys. Ed. majors.
- (12) Why can't the art building be open on weekends so we art majors could work in there?
- (13) It is a very pleasant school on the whole; very attractive buildings and, on the whole, many friendly faces.
- (14) Please try to improve the snow removal on parking lot.
- (15) Many of your standards are both lenient and inconsistent.
- (16) Really nice school!
- (17) The courses are challenging but are not so difficult that I have to kill myself working.
- (18) The school doesn't seem to run smoothly because of hazy rules and regulations.
- (19) Classes should be allowed to be held outside. Meal schedule should be altered, more hours.
- (20) I think Harcum is good and my grades improved since high school.
- (21) I would like to see Harcum expand.
- (22) Harcum needs a swimming pool.
- (23) Harcum seems to have much consideration for the academic building and the students needs but neglects the dormitories.
- (24) More exciting books are needed.
- (25) There should be a place available to have weekend guests (male) stay.

- (26) The activity center should be open on weekends.
- (27) Most of the subjects are interesting and well designed.
- (28) Academically Harcum is a fairly good school.
- (29) Should have a change machine downstairs for the students to use.
- (30) Harcum is a small, personalized school enabling the student to grow not only academically but emotionally. The faculty cares and has given me all the attention one could ask for. It's a beautiful experience being in such a fine institution. Being all female is another attribute.
- (31) Harcum is a good school and serves its purpose well, but it tends to make ones life fall into a routine schedule.

15. Among the many specific comments offered by these students there are practices and procedures mentioned which might well be the subject of objective assessment by those decision-makers responsible for the particular area. Such review, and the possible implementation of feasible changes, could help to attract future students to Harcum. As has been observed: "there are no acceptable alternatives to survival. Future 'healthy' enrollments at Harcum remain its means of survival!"

Boris Blai, Jr., Ed. D.
Director: Institutional Research

May 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
(IRR 77-10)

(II)

Preventive Counseling at Harcum (A Decade Synthesis: 1967/68-1976/77)

1. During this past academic year the College has enjoyed the lowest student withdrawal rate during the academic year since attrition records were first maintained, 15 years ago. This very low 4% rate, expressed as a percentage of the year-beginning enrollment, is especially noteworthy since it applies to the largest enrollment year in the history of the College.

2. As past IRR reports have noted, Harcum has very consistently maintained such low attrition rates. Both the policies and practices relating to counseling at Harcum have been discussed in such recent IRR's as 75-3; 75-10; 76-4; and 76-11 and therefore will not be repeated here. (For those desiring any of these reports, 'spares' are available in the Research Office).

3. A familiar phrase to those who have read prior Harcum reports relating to counseling is: - "At Harcum student counseling is a 'way of life' for faculty, staff, and administrators. It is a pervasive and clearly apparent characteristic of the Harcum scene, and undoubtedly is a major contributing factor to the exceptionally low student attrition rate which the College has enjoyed this past decade."

4. Table 1 which follows does not account for all counseling interviews conducted by personnel other than the Director of Counseling. Many interviews simply are not recorded under the pressure of daily activities. As a consequence, what is reported represents a very conservative underestimate of the very many counseling interviews which transpire during the academic year.

Table 1. Staff/Faculty Counseling Interviews: 1967/68 through 1976/77

	Average	1976/77
Total Annual Interviews	1937	1694
Interviews per student	3	2

5. Almost always, college personnel have maintained an 'open door' policy. They have counseled students at the time the student sought assistance. This 'timing' factor unquestionably has been responsible, in very large measure, for the consistently low student withdrawal rate during the course of the school year. Since academic 1966/67 these rates have been:

1967/68 = 6%	1972/73 = 8% @
1968/69 = 6	1973/74 = 5
1969/70 = 11*	1974/75 = 5
1970/71 = 6	1975/76 = 5
1971-72 = 5	1976/77 = 4
*year of unlimited 'cuts' policy!	@ year of no freshman screening-counseling interviews!

6. An analysis of these counseling interviews reveals the following distribution, by content.

<u>Year</u>	<u>Academic #</u>	<u>Personal @</u>
1966/67	51%	49%
1969/70	54%	46%
1970/71	73%	27%
1971/72	75%	25%
1972/73	84%	16%
1973/74	87%	13%
1974/75	82%	18%
1975/76	83%	17%
1976/77	90%	10%

Academic includes: Vocational Aspirations, Faculty clashes, Educational Aspirations, Study Problems

@ Personal includes: Male/Female relationships, Home-family, Roommate difficulties, Self-Image, Anxiety

7. Scanning this tabulation it is apparent that a rather consistent trend has taken place during this period. There has been a steady and mounting concern with matters academic, with a corresponding decrease in percentage of "Personal" counseling interviews. As has been previously noted, these findings are not unique to Harcum, for national surveys conducted by the American Council on Education during the 1970s reveal precisely the same trend among freshmen nationally - both female and male.

8. The increased concern expressed by Harcum students over the past decade with such matters as educational aspirations, vocational aspirations, and educational progress, indicates the importance of the need for such counseling assistance. There are, in general, three useful dimensions for disseminating practical job and career information to college students. These are:

- (1) Personal knowledge and know-how among staff/faculty regarding conditions of employment other than in academe.
- (2) Planned education of students regarding jobs, careers, and career progressions in specific fields.
- (3) Pertinent information and assistance regarding job placement, interviews, resume writing and allied technics.

9. At Harcum, each of these areas receives attention. Faculty and staff members bring with them extensive and varied work experience in the non-academic world of work. This comprises a valuable source of practical information which is utilized to furnish students with useful, realistic vocational counseling assistance. In addition, the beneficial

role of cooperative employment (internships) which provide educational enrichment through vocational experience continues as an essential element of Harcum's program offerings in a wide range of curriculums.

10. To complete the broad spectrum of services offered in the counseling-guidance area, the college provides a centralized Career Resource Center which offers timely vocational guidance assistance and a practical job placement service. During this past year, the Center has:

- (1) Assisted an average of 360/month.
- (2) Registered for job placement an average of 32/month.
- (3) Has referred to employers for job consideration an average of 250/month.
- (4) Total full-time job placements averaged 4/month.
- (5) Total estimated part-time (and summer) job placements averaged 20/month.

11. With Harcum being the last major opportunity for many students to implement their vocational plans, practical job and career-related information is a matter of major importance in the academic-collateral counseling-guidance services offered by the College.

12. As President Duzy has said: "Harcum cherishes, as a prime objective, to provide an educational experience for young women which has, at its core, concern for the individual. Harcum has this concern, in the words of Dr. Duzy....."for the teacher to know them and for students to know the teachers creates a favorable climate for learning."

Boris Blai, Jr. Ed. D.
Director: Institutional Research

May 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-11

(IV)

Harcum 1977 'Honors' Graduates

1. Grade assignments are probably among the most sensitive practices in education. It is recognized that there are numerous reasons why premium grades (A & B grades) are of such intense importance to students. And yet it is equally true that over-inflated grades lead inevitably to inflated cumulative averages. When this point has been reached, the net effect is to destroy the very conditions 'sound' grading practices seek to achieve - a sense of incentive challenge in deservedly earning premium grades, and a sense of accomplishment for academic achievement beyond the mere ordinary.

2. What have grading practices been this past academic year for the largest enrollment in the history of the College? Table 1 summarizes honors graduates percentages for the year, as well as providing comparative data reflecting honors grading practices in previous years.

Table 1: Honors Graduates - 1964-1977 *

Honor	1977	1976	1975	1964-74 Aver.	Range
Cum Laude	16%	20%	19%	10%	4-20%
Magna C. L.	12%	12%	14%	6%	2-14%
Summa C. L.	4%	5%	5%	3%	1-6%
Totals	32%	37%	38%	19%	7%

* All percentages reported are rounded-off to the nearest whole number. They are percentages of the total graduates for the year.

3. Scanning Table 1, it is evident that since 1975 each category of honors recognition has exceeded the ten-year average cited in the Table. For 1975 and 1976 these rates were about double the 1964-74 averages! Fortunately, for 1977 this undesirable 'inflation' has been somewhat reduced; from a total of 37% to 32%.

4. With reference to graduation honors recognition, in IRR 71-17 it was noted..... "that rather consistently at Harcum, during the past 8 years, honors recognition has been an incentive award reserved for the select few who have consistently excelled in their academic performance." What has become of this standard,.... "reserved for the select few"?

5. As Table 1 records, 32% of the 1977 graduates earned honors recognition. When "select few" becomes virtually one-third of the entire graduation class, the distinction between Excellent/Superior and Average/Ordinary performance becomes indistinct! Under such circumstances mediocrity and excellence become co-mingled for, by definition, mediocrity is.... "ordinary: of moderate or low quality." Surely 32% of the graduating class having been honors graduates makes such 'honors' recognition rather 'ordinary' performance. And surely Harcum does not wish to embrace mediocrity (ordinary performance) within its standards for honors recognition!

6. Can this year's reduction as compared with last year be repeated next year? Can academic honors recognition at Harcum once again be reserved for the ... "select few"? Answers to these very important questions will be determined in very large measure by Harcum faculty academic performance standards and grading practices which they will utilize in academic 1977-78.

Boris Blai, Jr. Ed. D.
Director: Institutional Research

May 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-12

(II)

Career-Vocational Guidance At Harcum: 1976-77

1. For many students, Harcum is their last major opportunity to prepare themselves for work entry. Through the Career Resource Center the College offers these students, and others, the opportunity to obtain factual and specific information about job availability, as well as career development guidance.

2. During the 13-month period, beginning with May 1976 graduation and ending in May 1977 as the following statistics reveal, the Career Resource Center was very actively utilized by Harcum students and alumnae. The attached Appendix describes the various items listed below:

(1) Career Counseling Interviews	= 167
(2) Seminar Attendance	= 50
(3) College Transfer Interviews	= 132
(4) Registrants for FT Job Placement Assistance	= 189
(5) Job Vacancies Listed With Center	= 289
(6) Registrants Referred for Jobs	= 1995
(7) FT Job Placements	= 51

During this period some 27% of the 189 registrants for job placement assistance reported back job placements to the Center. However, this represents a conservative estimate of total job placements, for it is known that all such placements are not reported back to the Center, unfortunately! This 27% placement rate compares favorably with the 20% placement rate reported back by public and private employment agencies.

(8) Registrants for PT & Summer Jobs	= 178
(9) PT Job Vacancies Listed With Center	= 197
(10) Registrants Referred for PT Jobs	= 837

Since most of these part-time and summer jobs are of short duration, such job placements are not reported on an individual basis. It is estimated, however, that in the course of a calendar year some 250 such short-term job placements are effected through the Center.

(11) Employer Contacts	= 146
(12) Guest Speakers	= 11
(13) Guest Speaker Attendance	= 446
(14) College Representatives	= 35
(15) Student Reference Use (Career Library)	= 510
(16) Books Circulated (Career Library)	= 113
(17) Holdings Acquired (Career Library)	= 694
(18) Credentials Registrants	= 3
(19) Credentials Records Sent Out	= 31

3. Summarizing the various career guidance-job assistance services offered by the Center since May 1976 graduation yields the following statistics:

Assistance Indexes

Total students/alumnae assisted	= 4147 (345/month)
Total registrants for jobs	= 370 (30/month)
Total job referrals (FT & PT)	= 2863 (239/month)
Total job placements (FT only)	= 51 (4/month)

4. It is necessary for all students to assess their own knowledge and academic abilities in planning the most productive use of their capabilities. It is equally important that they know their own personality characteristics and can use all of the evidence in making appropriate career decisions. The Career Center has assisted many Harcum students/alumnae in making these assessments, helping them explore suitable possibilities in both higher education and employment.

Boris Blai, Jr. Ed. D.
Director: Institutional Research

May 1977

Encl: Appendix

I CAREER GUIDANCE ACTIVITIES

1. Career Counseling Interviews: These are one-to-one sessions where the student considers future plans including personal vocational assessment, life style career options, and employment possibilities. Job search technique training and vocational testing are also involved here. Acquiring job openings, resume writing, interviewing and follow-up are examples of the skills covered.

2. Seminar Attendance: Voluntary seminar sessions are provided for group exploration of vocational outlooks, plans, and options. All efforts are made for coordination and involvement of faculty in these sessions.

3. College Transfer Interviews: For those students considering transfer to further their education, information is available in the career resource center. Counseling sessions for identification of interests and plans and exploration of possible institutions constitute such an interview.

II FULL-TIME PLACEMENT

4. Registered: Any graduate desiring assistance in full-time job placement must register in our office to be considered an "active" listing recipient. These registered files are periodically revised via mailings to clear out any students who have become inactive. Year to date tallies reflect one year's graduates who have registered from the time of graduation to the next graduation (plus any interested alumnae).

5. Job Vacancies Listed: All positions listed in the full-time book resulting from telephone calls, direct contacts, newspapers, or faculty referrals are included here.

6. Referred: Each student that is sent position listings from these books is considered a referral regardless of the number of positions referred any one day.

7. Placed: Any student who secures a position as a result of direct referral or job search technique training is considered a placement resulting from career resource center activities.

III PART-TIME & SUMMER PLACEMENT

8. Registered: Any student may register in our file for part-time and summer job referrals. The registrants abilities, hours, and interests are indicated.

9. Job Vacancies Listed: The part-time and summer books contain all positions indicated as available to our students. These numbers reflect both short term or single positions such as babysitting along with more extensive experience related jobs in the student's field.

10. Referred: When a part-time or summer position is received, those students registered for the type of work are notified, (usually by telephone). Each student that receives a referral in a day is counted.

APPENDIX

IV EMPLOYER-COLLEGE RELATIONS

11. Employer Contacts: All contacts initiated by this office by telephone, mail, or directly with potential employers are recorded here. These contacts include direct solicitation of positions, follow up mailings, and calls to employers who have listed positions, and any other contacts which alert employers and the community to our services.

12. Guest Speakers: Professionals and occupational representatives are brought on campus to speak with interested students. They reflect a wide range of fields identified by faculty and students.

13. Guest Speaker Attendance: Those students who participate in any speaker program are included here. A sign-up procedure before the speakers' arrival and an attendance list at the presentation indicates the success and involvement of students in this program.

14. College Representatives: Admissions representatives from other colleges who visit the Harcum campus to 'recruit' prospective 4-year college transfer students.

V CAREER LIBRARY

15. Student Reference Use: This is the number of students who seek out or are directed to use of the many sources of career information in the center including books, files, periodicals, and kits.

16. Books circulated: Most of the centers' resources are available for the students to check out over night. Students are encouraged to use these resources to their fullest extent.

17. Holdings acquired: Daily new information is incorporated into the resource files and stacks. Career books, directories, periodicals, kits, and many pamphlets keep the information updated. All contributions of information are gratefully accepted and those faculty or administration who would like to receive copies of certain materials should contact our office.

VI CREDENTIALS SERVICE

18. Credentials registrants: This is a new service offered by the Center. Graduates may establish a personal credentials file composed of a current resume, recommendations, and other information they wish to make available to potential employers. Registrants for this service (A \$5 registration fee is required) may request their credentials record be sent to more than one employer.

19. Credentials records sent out: Total number of credentials packets mailed by the Center.



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-13

(II)

Student Personnel Services (Academic 1976-77)

1. Individual attention, and concern for the individual, have been essential dimensions of the student personnel services offered by the College. The basic principles underlying the student personnel practices at Harcum were discussed in IRR 76-13, and therefore will not be repeated in this report.
2. Data discussed in last year's report (IRR 76-13) was therein described as..... "base-line data, to be utilized as a benchmark against which student personnel practices will be assessed to note long-range, as well as short-range, trends. The basic purpose of this report is to make such comparisons.
3. The American Association of Community and Junior Colleges has defined these academic-collateral services as... "the whole collection of activities supplementary to teaching that are undertaken by colleges to help students, both collectively and individually, to make optimal use of educational opportunities." They are characterized as "academic collateral" since they both support and reinforce the basic academic programs offered by the College.
4. Essential student personnel programs and activities which Harcum offered during academic 1976-77 include the following. As appropriate, benchmark data reflecting the base-line statistics for academic 1976-77 are also included.

A- Orienting New Students

An active and structured orientation period has been an integral part of the College calendar each year. During this period (2 full days in recent years), new students are 'briefed' regarding Harcum programs, activities, non-academic rules and regulations, and complete registration for their first semester. These orientation activities are critiqued annually to modify orientation practices, as deemed appropriate by the Dean of Students and her staff. In addition, input from Harcum seniors who participate in orientation activities is also considered.

B- Helping Students with Personal Problems

Prior IRR reports, (77-10; 76-11; 75-3), as well as reports covering earlier years,

have consistently documented Harcum's sustained identification with the practice of extending supportive help to students seeking to resolve their concerns and problems.

"At Harcum, student counseling is a 'way of life' for faculty, staff, and administrators. It is a pervasive and clearly apparent characteristic of the Harcum scene, and undoubtedly is a major factor contributing to the exceptionally low attrition rate which the College has enjoyed this past decade." (IRR 76-11)

In addition, in the specific area of career-vocational guidance, IRR 77-12 reports the very substantive use of the Career Center by Harcum students and alumnae. These two specialized dimensions of the guidance field will continue to be the subject of future IRR reports separate from this overall student personnel services report.

C- Helping Students Resolve Individual Health Concerns

The resolution of individual health problems experienced by Harcum students continues to be considered an important dimension of the total student personnel services offered by the College. Over the past 7 academic years, the Health Center has been a monthly average of only 3.8% of the year-beginning student population. As the following tabulation reveals, there has been very little variation in the rate from year to year:

1970-71 = 4.1%	1973-74 = 4.4%	1976-77 = 2.9%
1971-72 = 3.8%	1974-75 = 3.3%	7 yr. average = 3.8%
1972-73 = 4.2%	1975-76 = 4.3%	

It is particularly noteworthy to observe that with the largest enrollment in the history of the College this past academic year, both the voluntary student withdrawal rate (4%) and Health Center visitation rate (2.9%) are the lowest reported rates since these records have been maintained.

These statistics once again reinforce the long-standing tradition (and practice!) at the College of making a sincere effort to help students both individually and collectively, to resolve their health concerns. This is a particular dimension of student development which can significantly affect their growth in maturity. It often also influences their capabilities to cope effectively with interpersonal relationships in today's highly complex and demanding society.

Efforts will continue to extend practical health services assistance to students in furtherance of the College policy to facilitate the 'total' development of Harcum students.

D- Stimulating Student Participation in Activities

In this dimension of student personnel services, three broad areas are identified. They include:

(1) Student Government

The constitution of the SGA spells out its purpose.... "to act as a mediator; promoting and working for the needs of the students it represents." Insight into the general level of responsibility evidenced by Harcum students in student government activities is revealed by attendance at Student Council meetings. A 'typical' meeting agenda is attached to this report as an Appendix.

The total number of authorized student delegates to the Student Council in both academic 1975-76 and 1976-77 was 37. It consisted of 16 Club Representatives, 12 Dormitory and Day Student Council Representatives and 9 SGA, Class and Day Student Representatives.

Average Weekly Attendance Level-Student Council Representatives

1975-76	=	54%	32*
1976-77	=	40%	27*

* These totals include Council representatives and other students

As the above tabulation reveals, this past academic year Harcum students in general, evidenced an even lower sense of responsibility, interest, and involvement in student government participation than in the previous year. Expressed as a percentage of year-beginning enrollments, this past academic year an average of 3% of the students attended Student Council meetings. Last year it averaged 5% of the student body.

(2) Clubs

During academic 1976-77 some 16 student clubs/organizations were active at various times throughout the year. These included:

- | | |
|---------------------|----------------------------------|
| 1- Action Club | 9- Harcum Singers |
| 2- Campus Guides | 10- Hobbies Club |
| 3- Cultural Affairs | 11- Interfaith Council |
| 4- Dance Club | 12- O. B. S. |
| 5- Fashion Seminar | 13- OATS |
| 6- Harcum Club | 14- Phi Theta Kappa |
| 7- Harcum Press | 15- Student Activities Committee |
| 8- The Harlequin | 16- W. A. A. |

During academic 1975-76, an average of 14 student clubs/organizations functioned. As the above listing indicates, for students with curiosity, enthusiasm, and a willingness to participate, a variety of group activities and organizations have been available to them. In both years, the extent of student participation in these clubs/organizations has varied considerably, from a 'low' of 4 individuals to a 'high' of 47.

(3) Student Activities

As the Dean of Students has so aptly stated, - "Our student activities are designed as recreation, as learning experiences, as cultural education, and as responsible use of leisure time." Some of these were College-sponsored, on-campus events (dances, dinners, movie-of-the-month, etc.). Others were off-campus (attend Mike Douglas Show, Penna. Ballet, Walnut Street Theatre, etc.). Some were sponsored by student groups (Harcum Dancers, Harcum Club, Social Committee, etc.), while others were sponsored and under the auspices of the Director of Student Activities in the Dean of Student's Office.

Attendance at the variety of student activities available during the past two academic years is summarized in Table 1, which follows. Expressed as equivalents of year-beginning enrollments, in this past academic year approximately 10 times this number attended various student activities throughout the year. In academic 1975-76 approximately 9 times this number attended such activities.

Table 1: - Total Attendance * at Student Activities

Period	1976-77	1975-76
1st semester	4400 (28) @	3000 (29)
2nd semester	3000 (16)	2600 (14)
Total	7400 (44)	5600 (43)

* All attendance numbers are rounded-off.

@ These are the number of separate student activity events offered, excluding sports contests of Harcum teams.

Considerable effort has been expended by staff and faculty advisors to encourage active student involvement in college-sponsored student activities as well as off-campus events in the community.

5. The official written document for informing the entire Harcum community of upcoming events, activities, programs, club, and organization meetings has been the HJC CALENDAR OF THE WEEK. This is available throughout the entire campus.

6. No student, faculty, or staff member can validly claim they were "not informed" of such student activities events, for everyone who makes the effort to read them knows about such upcoming activities. In addition, an official college calendar of events, by semesters, is published and distributed throughout the campus.

7. The various 'indicative' records which have been discussed in this report are now being maintained on a systematic basis. Obviously, such quantitative records, alone, do not necessarily reflect the qualitative aspects of the total-development experiences these various academic-collateral activities make possible for Harcum students. They do, however, provide a means to more accurately assess, in Abraham Lincoln's words - "where we are, and wither we are tending."

Boris Blai, Jr. Ed. D.
Director: Institutional Research

May 1977

Enclosure: Appendix

S. G. A. Minutes
11-30-76

Old Business

1. The petition for off-campus living will be presented at next week's SGA meeting.
2. The alarms are on in Pennswood. Mrs. Gideon is asking for suggestions on what to do to those who deliberately activate these alarms.

New Business

1. Please participate in the survey on Male Guest Housing. Answer the survey honestly; the results will be compiled and the results along with the other research which has been done by Jan Pennito, Kathi Brohawn and myself will then be presented to Mr. Beda.
2. The movie "Oliver" will be shown free of charge in room 104 on Wed. Dec. 1 at 7:30.
3. The Pa. Ballet is presenting a series of ballet tickets for only \$3.00 a seat on Sat. Dec. 4. Must provide own transportation.
4. There will be a holiday shopping trip to Plymouth Meeting Mall on Sat. Dec. 11. The bus will leave at 12:30.
5. On Mon. and Tues., 12-13/14 the Sr. Class Plant Sale sponsored by Country Comfort will be from 10-3 in the SAC.
6. The Annual Holiday Dinner sponsored by the Harcum Club will be Thurs. Dec. 9 in Klein Dining Hall. New Senior members to Harcum Club will be initiated at this time. Please dress appropriately -- NO PANTS!!!!!!!
7. The dorms close for the first semester of Tues., Dec. 21 at 6 p.m. They will re-open on Sun. Jan. 23 after 10 a.m. for the second semester. Second semester registration will be on Mon. 1-24-77. At this time seniors are to sign up for commencement.
8. Since two of Pennswoods dorm presidents will be leaving second semester, and the vice-presidents are both juniors, this brings up the question of whether the constitution should be amended so that juniors may be the successors.
9. The office of S. G. A. Recording Secretary is now open because Deb Widger will be spending her 2nd semester in Rome. Petitions may be obtained from the Dean of Students Office.

Adjourned at 5:50.

Recording Secretary,

Deborah Widger

APPENDIX



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-14

(III)

Faculty-Student Participation in Standing Committees: 1976-77

1. Annually, since 1970, the College has analyzed the levels of faculty and student participation in college policy deliberations, as evidenced by attendance at meetings of standing committees.
2. These committees are organized to facilitate the work of the faculty. The President appoints faculty members of the standing committees. Committee recommendations, after approval by the Faculty Senate are referred to the President. Action by the Faculty Senate is not binding on the President nor the Board of Trustees: it is advisory only.
3. Student membership is authorized in the following three standing committees:

Purposes and Standards Committee: Deals with academic policies concerning such matters as admissions standards, class attendance, objectives of the College, grading systems, and evaluation of student achievement.

Institutional Advancement: Deals with the entire spectrum of institutional advancement, including public relations, publicity, and fund-raising.

Student Affairs: Deals with student activities, residential life, discipline, publications, personnel services and student morale.

4. The attendance of student representatives at meetings of these three committees is summarized in Table 1, below. Scanning this table it is clearly apparent that although opportunity to participate has been extended to students, with the exception of the Student Affairs Committee, somewhat less than a sustained level of interest is evident in the 'spotty' attendance record at committee meetings.

Table 1: - Student Attendance at Standing Committees Meetings

Committee	1976/77	1975/76	1974/75
1. Student Affairs	100%*	100%	100%
2. Purposes & Standards	50%	50%	0%
3. Institutional Advancement	0%	0%	0%

* All attendance percentages reported (also in Table 2), reflect the number attending, expressed as a percentage of the product resulting from multiplying the total number authorized and the total meetings held.

5. The participation of Harcum faculty in college policies, programs, and operating procedures deliberations, through committee, College Council, and Faculty Senate attendance, is summarized in Table 2, below.

Table 2: Faculty Attendance at Standing Committees Meetings

Group	1976-77	1975-76	6 yr. Average *
1. Faculty Senate	90%	100%	97%
2. Student Affairs	80%	70%	83%
3. Faculty Affairs	57%	70%	75%
4. Purposes & Standards	53%	84%	85%
5. Institutional Advancement	42%	52%	89%

* = 1970/71-1975/76

6. Scanning Table 2, it is evident that faculty attendance this past academic year at standing committee meetings has consistently been lower than the previous seven-years averages. This may be related to the fact that this past year Harcum's enrollment has been the largest in the history of the College. In any event, through committee and Faculty Senate membership, faculty personnel had opportunities to help the College's governing Board of Trustees and the administration develop, and modify as appropriate, policies, programs, and operating procedures.

7. A highlight-summary of recommendations and approval actions of these committees and the Faculty Senate include the following:

- (1) The Faculty Senate, on the basis of cost analyses, rescinded the endorsement of a Horticulture program.
- (2) Supplementary changes and modifications to the Harcum 1973 Long-Range Report, up-dated for a Middle States report, were submitted by members of Faculty Senate.
- (3) The establishment of a Student-Faculty Judicial Board to replace the former Judicial Board and Faculty Disciplinary Appeal Board, was approved by the Faculty Senate.
- (4) In line with the Middle States Association's recommendation that the faculty be represented by a Faculty Senate, with membership more strictly defined than membership in the Faculty Assembly, a Faculty Senate was established in February 1977 to replace the College Council. The Faculty Assembly continues to exist, meetings to be held at the beginning of each semester.
- (5) The Faculty Assembly, in November 1976, recommended that two members of the full-time faculty be invited periodically by the President of the College and the Board of Trustees to attend Board meetings in order to furnish teaching faculty perspective.
- (6) The Faculty Affairs Committee recommended that a Faculty Workshop be given for the writing of Independent Study Packets.
- (7) The Faculty Affairs Committee recommended that one member from each academic division be appointed to serve on a committee to arrange an All-College Day which would sponsor a speaker of interest to both faculty and students.

- (8) The Institutional Advancement Committee recommended that 2 faculty members be elected by the entire faculty, to serve on a committee to recommend the selection of a faculty member to receive the Outstanding Service Award.
- (9) The Student Affairs Committee recommend:
 - 1- The Klein Hall Dining Room should be made available as a study area after the cleaning has been completed each night.
 - 2- Penn's Den should be developed to encourage more recreational use. A kitchen unit, as recommended by Middle States, should be available for student use.
 - 3- The use of a few classrooms as study areas during nights the Evening School meets should be investigated.
- (10) The Student Affairs Committee recommends:
 - 1- The criteria for graduation awards should be made available to the Student Affairs Committee, faculty, and students by each program director, especially for those awards in which teachers in the program share in the decision.
 - 2- The criteria for the President's and the Dean's Awards should also be made available to the faculty. What weight, for example, is given to the nominations by the faculty, and to what extent is each member of the Administration involved in the final selection?
 - 3- That consideration be given to faculty review of the nominees for the awards. It was suggested that College Council might review the final selections for the awards.

8. As in prior years, much of the deliberations of the academic-division chairmen meetings with the Dean of Instruction, as well as the regular meetings of the Academic divisional personnel, concerned themselves with the quality of Harcum academic programs. In addition, contributions of the various academic-collateral programs and activities offered by the College were considered, especially in terms of their appropriateness in helping students effect meaningful articulation with the next phase in their career development.

Boris Blai, Jr. Ed. D.
Director: Institutional Research

June 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19C10

Office of Research
IRR 77-15

(VII)

Competition Very Keen For September 1977 Freshmen

1. Over the past 15 years, the Harcum student population has very consistently averaged about 85% residing in the Middle Atlantic States of Pennsylvania, New Jersey, New York, Maryland, Delaware, and District of Columbia. Therefore, the following statistics, abstracted from "The SURVEY of Space Availability for Freshmen and Transfers," for Fall 1977, issued by the Middle States Association of Colleges and Schools, May 15, 1977, are limited to these states.

Colleges Reporting Vacancies =	$\frac{1977}{364}$	$\frac{1973}{339}$	$\frac{1970}{313}$
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2. It is very apparent that 'competition' for September 1977 freshmen is the highest since these reports have been prepared. However, despite this increased number of schools listing current vacancies in their September 1977 freshman classes, the volume of freshman applications is the highest in the history of the College!

3. Currently deposits paid by resident freshman applicants equals the number, this date last year. On the other hand, deposits paid by commuter applicants is 22 less than the number, this date last year.

4. Therefore, to help insure a healthy-size freshman class, all members of the Harcum community should concentrate upon recruiting a commuter freshman for September 1977 enrollment!

Boris Blai, Jr. Ed. D.
Director: Institutional Research

June 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-16

(II)

Faculty Guidance/Counseling Activities (A Decade Inquiry)

1. Ten years ago the Office of Research conducted a survey among some 30 'small' (less than 1000 students) junior colleges in northeastern United States. Its purpose - to ascertain to what extent full-time faculty participated in student guidance activities.
2. During the spring of 1977 some 50 'small' junior colleges in northeastern United States were contacted (no effort was made to contact identical schools in both surveys). The purpose of this decade inquiry was to compare current and former practices, noting similarities and contrasts.
3. The results of this decade inquiry, as well as the base-line inquiry data reported 10 years ago, are summarized in the following paragraphs. Some 36 replies were received from the 50 schools contacted and their cooperative assistance in furnishing data is sincerely appreciated.
4. The items in the questionnaire follow, with the responses noted for both the 1967 and 1977 samples. In addition, the Harcum current practices are noted in parentheses.

"1A - Are your full-time faculty regularly assigned any student guidance responsibilities?"

	1967	1977	
Yes	71%	83%	(yes)
No	23%	19%	

During this decade it is noted that a greater percentage have been regularly assigned student guidance responsibilities.

"1B - When answer to 1A above is negative, are other student guidance services offered?"

	1967	1977	
Yes	100%	100%	(NA)
No	-	-	

"2 - On the average, how many counselees are assigned each faculty member?"

	1967	1977	
	18	21	(varies)
Range	7 to 50	10 to 40	

A slight increase in average number of assigned counselees is noted, as well as a slight decrease in range of assigned counselees.

"3A - Are students counselled in regular, periodic interviews scheduled by faculty advisors?"

	1967	1977	
Yes	57%	68%	
No	43%	32%	(No)

There has been an increase in structured interviews by faculty advisors in this past decade suggesting a more systematic approach to student advisement.

"3B - How many such interviews each academic year?"

	1967	1977
1 to 3 =	10%	84%
4 to 6 =	53%	16%
7 to 9 =	3%	-
28/year =	3%	-

A sharp reduction is noted in number of interviews per student conducted by faculty advisors: only 6 reported 4 to 6 interviews in 1977, whereas 16 did so in 1967. In contrast, in 1967 only 3 reported 1 to 3 interviews, whereas in 1977 some 30 reported these fewer number of interviews each academic year.

"3C - Which of the following are discussed in these interviews?"

	1967	1977	
Academic advisement	80%	100%	(yes)
Personal-social counseling	53%	41%	(yes)
Vocational-career counseling	67%	55%	(yes)

For all who report regular interviews, academic advisement has become a 'must' in 1977, whereas fewer in 1977 report personal-social and vocational-career counseling to be subjects discussed in such interviews.

"4 - Which of the following are regularly available to faculty advisors?"

	1967	1977	
High school transcripts and/or guidance evaluation	77%	70%	(yes)
College grades	77%	100%	(yes)
Psychological/educational test scores	67%	50%	(yes)
Other: Placement test scores	-	1 respondent	
College transfer credits	-	1	"
Personal information	-	1	"

Following along with the responses to 3C above, all report, in 1977, that college grades are available to advisors, and fewer, in 1977, report availability of other records cited.

"5 - How often do you 'guess-timate' the average counsellee and faculty advisor have interviews during the academic year (both scheduled and spur-of-the-moment)?"

	1967	1977	
Average	6	5	(3)
Range	4 to 11	1 to 15/60 *	

* comment accompanying this "60" was - " of varying degrees of importance and time"

A slight drop in average is noted. The Harcum average represents the equivalent of 3 interviews per student for the entire student population.

"6 - Overall, how do you 'rate' your faculty guidance-counseling service?"

	1967	1977	
Excellent	7%	9%	(yes)
Very Good	17%	9%	
Good	40%	46%	
Fair	17%	27%	
Poor	--	9%	

The 1977 assessments by the 36 respondents suggest, generally, a shift toward 'lower' ratings than those among the 30 respondents in 1967.

5. Summarizing the above data, the following facts are evident. The comments offered in the 1967 summary report are also included, in parentheses:

(1) Better than 8 out of 10 respondents indicate student guidance responsibilities assigned to full-time faculty:

(It is evident that almost 8 out of 10 regularly assign student guidance responsibilities to full-time faculty).

(2) Where such responsibilities are not assigned, 100% offer some other type of guidance service.

(It is further noted that where such guidance responsibilities are not assigned to full-time faculty, some other type of guidance service is provided 100% of the time).

(3) A four-fold variation in range of assigned counselees is noted, with an increase in average number of counselees in 1977 vis-a-vis 1967.

(Considerable variation exists in the number of counselees assigned to faculty advisors, a seven-fold variation: 7 to 50).

(4) Approximately twice the number, in 1977, schedule regular, periodic faculty-advisor interviews. This is a sharp increase when compared with 1967 responses.

(About equal numbers do, and do not, schedule regular periodic faculty advisor interviews: 57 vs 43%).

(5) A sharp downward shift is noted among 1977 respondents, in the percentage reporting 4 to 6 regular annual interviews, with better than 8 out of each 10 currently reporting 1 to 3 interviews.

(More than half of the respondents typically conduct between 4 and 6 regular annual interviews: 53%).

(6) Among these respondents, academic advisement is always a subject of such counseling interviews, with personal-social and vocational-career counseling being the subject about half of the time.

(Academic advisement is the most frequently discussed topic in these interviews: 80%, and personal-social, as well as vocational-career counseling are included in at least 50% of these interviews).

(7) Where faculty advisors furnish guidance services, at least 50% or more indicated that extensive background records are available for them.

(Extensive background records are available in at least 7 out of 10 cases where faculty guidance advisors furnish guidance services).

(8) An average of 5 annual interviews are reported by the respondents, with a range of 1 to 15.

(An average of 6 interviews a year is typical for this group, with a range of 4 to 11).

(9) The greatest number (46%) rate their programs "good", with approximately one-third (36%) rating their programs less than good.

(The greatest number (40%) rate their programs "good").

6. The major shifts evident over this past decade are:

(1) a sharp increase in the lower numbers range of interviews each academic year: from 10% to 84%.

(2) a sharp increase in numbers who rate their services "less-than good": from 17% to 36%.

Boris Blai, Jr., Ed. D.
Director: Institutional Research

June 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-17

(VII)

Freshmen Hear About Harcum From Whom?

1. The College seeks, through a variety of sources, to apprise prospective students of its existence. Over the years, records analyses have consistently revealed one source to be the primary one from whom applicants are first-informed about Harcum: these are high school counselors.

2. A recent analysis of some 820 applications filed for September 1977 admission reveal the following facts regarding sources of first-information about Harcum. Some 754, or 92% of the 820 indicated on their applications the source from which they first learned about Harcum. Table 1 lists these sources, in descending order of frequency mentioned, numbers in parentheses reflecting a similar records analyses for some 454 applicants for September 1975 admissions.

Table 1:- Sources of "First-Information" About Harcum

1. High school counselors	= 308 (184)
2. Friends	= 153 (82)
3. College guide books	= 64 (16)
4. Veterinary doctors and schools	= 51 (41)
5. Relatives	= 44 (25)
6. Harcum catalog/viewbook	= 25 (15)
7. College Fairs/Nights	= 21 (14)
8. Newspaper ads	= 18 (14)
9. Harcum Alumnae	= 15 (14)
10. Magazine ads	= 14 (16)
11. Harcum students	= 14 (15)
12. Harcum Staff/faculty	= 10 (7)
13. Harcum admission representatives	= 9 (11)
14. Harcum monthly bulletins	= 8 (2)
15. Miscellaneous	= 2 (7)

3. Scanning Table 1, it is evident that high school guidance counselors continue as the single most frequently-mentioned source, accounting for better than 40% of those responding! The second source mentioned is again "Friends", which suggests that word-of-mouth 'advertising' is still a very powerful 'influencer'. Combined, these two sources alone represent some 61% for these 754 respondents.

4. Among the respondents this year more did 'research' in college guide books, for this category moved into the third most frequently mentioned source, followed closely by VMDs and veterinary schools. Relatives of applicants also suggested Harcum to 5% of these respondents.

5. Table 1 clearly indicates the multiple 'sources' from whom applicants first hear about Harcum. This suggests that all of these are potential recruitment resources for future Harcum freshmen, and should be called upon whenever possible.

6. Furnishing high school counselors with timely and accurate information about Harcum is probably the single most valuable recruitment activity. Each member of the Harcum community can serve as an effective Harcum Ambassador: help to keep high school guidance personnel informed about the College. After all, no one is better qualified than you to give a first-hand account of the Harcum experience!

Boris Blai, Jr. Ed. D.
Director: Institutional Research

June 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-18

(IV)

Letter Grade Distribution, Spring Semester 1977

1. Reference the June 1977 Office of the Registrar report, "Grade Distribution-Spring, 1977," the following supplementary analysis is furnished for information and such action as is deemed appropriate by members of the administration and of the faculty. All numbers reported are percentages, thus facilitating comparative assessments. They are also rounded off to the nearest whole number, therefore totals may not always equal 100%. The parenthetical percentages in Table 1 reflect the distribution for the Spring semester of 1976.

Table 1: - Letter Grade Distribution - By Academic Divisions

Division/Grade	A	B	C	D	I	W	NC
Behavioral Science	19 (27)	35 (35)	32 (26)	7 (7)	1 (1)	2 (1)	3 (3)
Business	31 (29)	33 (35)	25 (23)	5 (6)	1 (1)	2 (1)	3 (5)
Humanities	16 (21)	36 (38)	37 (30)	6 (4)	1 (2)	2 (0)	2 (5)
Science	20 (21)	35 (38)	27 (27)	11 (7)	1 (2)	1 (1)	4 (4)
Totals	22 (24)	35 (37)	30 (26)	8 (6)	1 (2)	2 (1)	3 (4)

2. As Table 1 reveals:

- (1) "A" grades, college-wise, were less than Spring semester of 1976. This continues the 2% drop which also occurred between the Spring semesters of 1975 vs 1976. All divisions, but Business, dropped in comparison with Spring semester of 1976, the largest drop occurring in Behavioral Science division.
- (2) The total 'premium' grades (As & Bs), expressed as a percentage of total grades assigned, dropped from 61% to 57%.
- (3) College-wide, the greatest shift noted between these two Spring semesters is an increase in C grades; from 26% to 30%. For all other grades, there is no more than a 2% shift noted.
- (4) Whereas the B grade percentage in Spring semester 1976 rose, as compared with Spring semester 1975, for this Spring semester both A and B grade percentages dropped as compared with Spring 1976 percentages.

3. The grade-inflation phenomenon discussed in IRR 76-18 has very clearly been 'reversed' this semester, as Table 2 below indicates.

Table 2: - Average Letter Grade Distributions - Percentages

Semester/Grades	A	B	C	D
Spring 1977	22	35	30	8
Spring 1976	24	37	26	6
Spring '72/Fall '75	21	37	30	6
Spring '69/Fall '71	13	33	40	8

4. The longitudinal information presented in Table 3 below lends itself to ready comparative analyses. There is considerable thought-provoking data to be assessed in terms of immediate-past trends.

Table 3:- Grades Distributions: Spring Semesters of '75, '76, and '77 - Percentages

Division/Grades	A	B	C	D	I	W	NC *
<u>Behavioral Science</u>							
1975	21	39	27	6	2	1	-
1976	27	35	26	7	1	1	3
1977	19	35	32	7	1	2	3
Averages =	22	36	28	7	1	1	3
<u>Business</u>							
1975	28	37	21	6	1	1	-
1976	29	35	23	6	1	1	5
1977	31	33	32	5	1	2	3
Averages =	29	35	25	6	1	1	4
<u>Humanities</u>							
1975	24	34	26	7	3	2	-
1976	21	38	30	4	2	0	5
1977	16	36	37	6	1	2	2
Averages =	20	36	31	6	2	1	2
<u>Science</u>							
1975	30	31	24	9	3	0	-
1976	21	38	27	7	2	1	4
1977	20	35	27	11	1	1	4
Averages =	24	34	26	9	2	1	3

* Did not apply Spring semester of 1975.

5. Of grades assigned within each of the four academic divisions, Table 4 below, summarizes the three-year Spring semesters averages. Humanities Division assigned approximately one-third C grades with the lowest percentage of premium grades (As & Bs), and the Business Division assigned one-quarter of its total as C grades with the highest percentage of premium grades.

Table 4: - Grades Assignments: 3- semester averages & ranges

Division/Grade	A	B	C	D
Behavioral Science	22	36	28	7
Business	29	35	25	6
Humanities	20	36	31	6
Science	24	34	26	9
Ranges	20-29	34-36	25-31	6-9

6. Over the past 9 academic percentage variations in grades assigned, college-wide, are reflected in Table 5, which follows:

Table 5: Grades Assignment Variations

Grade	Low	High	% Variation
A	11%	26%	15
B	31	40	9
C	25	47	22
D	5	12	7

Academic motivation of students, the general environmental 'press' with regard to grade-inflation pressures, and changing academic standards priorities - to mention but three variables - all have contributed to the variations noted in Table 5. It is of interest to note that the greatest variation has occurred in C grade assignments, followed by A grade variation. The least amount of variability has taken place in numbers of B and D grades assigned.

7. Future grade distribution summaries will reveal the extent to which the halting of the grades-inflation spiral, noted in paragraph 3 above, translates into a long-term phenomenon. Continuation of the noted trend will help, materially, to normalize future grade assignment distributions.

Boris Blai, Jr., Ed. D.
Director: Institutional Research

July 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-19

(II)

Student Utilization of Library 1970/71 - 1976/77

1. The ratio of books circulated per student (not including reserve books circulated), as well as the total volumes circulated, is summarized in the following Table:

Table 1: - Books Circulations: 1970-1977

Item	1970/71-1974/75 Averages	1975/76	1976/77
Total Volumes Circulated	9,732	7,282	7,739
Books Circulated Per Student (Ratio)	17:1	11:1	10:1

As compared with the 5-year averages noted in Table 1, there has been a decrease the past two academic years: why?

2. Individual year books circulations are summarized in the following table:

Table 2: - Individual Year Book Circulations

Academic Year	A	B
1970-1971	10,097	16:1
1971-1972	10,610	18:1
1972-1973	10,125	19:1
1973-1974	9,148	18:1
1974-1975	8,678	14:1
1975-1976	7,282	11:1
1976-1977	7,677	10:1

Legend

A= Total Volumes Circulated

B= Books Circulated Per
Student (Ratio)

3. As Table 2 reveals, a 'peak' circulation of 10,610 books was reported for academic 1971/72 and since then a steady annual decline has occurred through 1975/76: why? A 'peak' ratio of 19:1 for books circulated per student occurred in academic 1972/73, and since then a steady annual decline has taken place: why? Since 1973/74 there has been a steady yearly increase in enrollment accompanied by a steady decrease, both in total volumes circulated and in books circulated per student: why?

4. In IRR 77-5, a rather detailed analysis of books circulated, by classification category, indicated, among other facts reported, a 25% decrease in total books circulated, when compared with the yearly average of the preceding 5 academic years.

5. Unfortunately, once again a 20% decrease must be reported, when comparing the 1976/77 total with this same 5-year period. Most distressing to note is the fact that the 1976/77 enrollment was 33% greater than the average enrollment of the 5-year period!

6. Table 3, which follows, summarizes "reserve" books used in the library, as well as total books circulated.

Table 3: - Use of Reserve Books & Total Books Circulated

Year	Total		Grand Totals
	Reserve Use	Books Circulated	
1973-74	2,299	9,148	11,447
1974-75	4,637	8,678	13,315
1975-76	8,095	7,282	15,377
1976-77	5,573	7,677	13,250

7. A sharp decrease occurred in academic 1976-77. This is, unquestionably, a 'de-utilization' trend of a basic learning resource which is extremely undesirable.

Boris Blai, Jr. Ed. D.
Director: Institutional Research

July 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-20

(I)

Harcum's Living History (Accomplishments of 1977 Graduates)

1. During the summer of 1977, Harcum 1977 graduates were invited to respond to a brief, anonymous questionnaire relating to their immediate post-Harcum education and/or employment. Of the 293 contacted, 149, or 51% responded. Where totals reported exceed 100% this reflects multiple responses; i. e., holding a job while attending college part-time; attending college and unemployed but looking for part-time job, etc.
2. In the following alphabetical (by program of study) listing, the number in parentheses following the curriculum listing is the number of graduate-respondents in that program area.

Animal Technician (N = 50)

Present status reported was:

Employed: Full-time	=	31	Transferred to 4 yr. program	=	3
Part-time	=	2	Unemployed	=	14

Job Titles & Monthly Salaries

Veterinarian Technician: less than \$400 to \$600-700
Animal Technician Registered: \$500-600
Animal Technician: less than \$400 to \$500-600
Riding Instructor & trainer: \$500-600
Lab Assistant: over \$700
Sales-Service Rep: over \$700
Biochemical Research Technician: \$500-600
Veterinarian Assistant: less than \$400 to \$500-600
Groom: \$400-500
Receptionist: less than \$400
Surgery Technician (small animals): \$500-600
Farm hand & riding instructor: less than \$400
Animal Caretaker: \$400-500
Animal Technician-Anesthesia: over \$700
Wistar Institute Technician: \$600-700
Bank Teller: \$400-500

Type of work setting

Education	=	3	Business	=	6	Self-employed	=	1
Health care	=	22	Government	=	2			

Relationship of present job to Harcum major

Directly related	=	24	Not related, wished but could not find	=	4
Somewhat related	=	6	Not related, not important to me	=	1

Plan to

Remain in this position indefinitely	=	13
Leave position for direct advancement	=	3
Leave position for something better	=	16

For Those who transferred

1. Immaculata College, Biology major, 36 credits transferred
2. Univ. of Pennsylvania, Biology major; unknown credits at present
3. Beaver College, Psychobiology major; 13 credits transferred

Believed Harcum prepared for field chosen:

Very well	=	14	Fair	=	3
Moderately well	=	21	Poor	=	1
Well	=	10			

Regarding Harcum education, was:

Well satisfied	=	16
Moderately well satisfied	=	26
Just satisfied	=	4
Unsatisfied	=	3

Responses to an open-ended query in the questionnaire: "care to add any other comments about Harcum," included following:

1. Animal tech program needs more practical experience in anesthesia and radiology. Would have liked more lab work too.
2. Job opportunities are generally good if you wish to: (1) relocate, (2) like menial work and (3) like so-so wages.
3. Practicum was most valuable in my education.
4. I think Harcum's animal technician course is good.
5. I think the animal technology program needs improvement. More emphasis should be placed on lab work. A course or seminar on bandaging should be started.
6. Harcum's practicum should be extended to two semesters. One semester at New Bolton, one at Penn. Then your opportunities for job employment would increase due to more experience.
7. Harcum has too strict rules for being a college. We pay enough to be able to do as we please. We are mature enough. (editorial comment: I wonder!)
8. The animal tech course has too many students - there wasn't enough personal attention.

Animal Center Management (N = 3)

Present status

Employed = 1 Unemployed = 1 Transfer to 4-yr. program = 1

Job Title & monthly salary

Animal caretaker: \$400-500

Type of work setting

Health care = 1

Relationship of present job to Harcum major

Directly related = 1

Plan to:

Leave this position for something better

For those who transferred

1. West Chester State College, Biology major, 52 credits transferred

Believe Harcum prepared for field chosen

Very well = 1 Moderately well = 1 Fair = 1

Regarding Harcum education, was:

Well satisfied = 1 Moderately satisfied = 1 Just satisfied = 1

Art (N = 1)

Changed my major; transferred to technical school (Univ. of Penna. Hospital, School of Radiologic Technology). I was moderately satisfied regarding my Harcum education.

Bus. Adm. Accounting (N = 4)

Present status

Employed = 1 Unemployed = 1 Transfer: 4 yr. program = 2

Job Title & monthly salary

Bookkeeper - \$500-600

Type of work setting

Business = 1

Relationship of present job to Harcum major

Directly related = 1

Plan to

Leave this position for direct advancement

For those who transferred

1 & 2. Temple University, Bus. Adm. major - 52 credits & 56 credits transferred

Believe Harcum prepared for field chosen

Moderately well = 2 Well = 1 Fair = 1

Regarding Harcum education, was

Moderately satisfied = 2 Just satisfied = 2

Bus. Adm. Marketing (N = 1)

Present status; employed as cashier and inventory clerk, less than \$400 monthly. Job somewhat related to Harcum major. Plan to leave position for something better. Believe Harcum prepared me well for my field and I am 'just satisfied' regarding my Harcum education.

Early Childhood Education (N = 17)

Present status

Employed: Full-time = 8 Transferred: 4 year program = 4
 Part-time = 1 seeking transfer = 1
 Unemployed = 5

Job Titles & monthly salary

Salesperson = \$400-500
 Clerk = \$500-600
 Teacher's assistant = less than \$400
 Nursery teacher = \$500-600

Type of work setting

Business = 3 Education = 6

Relationship of present job to Harcum major

Directly related = 6 Not related, wished, but could not find = 3

Plan to

Remain in position indefinitely = 4
 Leave position for direct advancement = 3
 Leave position for something better = 2

For those who transferred

- 1 & 2. Temple University, Early Childhood Ed. major, 56 credits and "all"
3. Kean College, Social work major, 39 credits transferred
4. Penn State Univ., Elem. Ed. major, 50 credits transferred

Believe Harcum Prepared For Field Chosen

Very well = 11 Moderately well = 3 Well = 2 Fair = 1

Regarding Harcum education, was:

Well satisfied = 12 Moderately satisfied = 4 Unsatisfied = 1

Open-ended question comments included:

1. I feel the Early Childhood program is an excellent program and has prepared me extremely well for the future. Harcum really does 'care and prepare'.
2. I enjoyed E, C, E. but I find that two years of schooling is not enough. Jobs are scarce. My practicum was a great experience. I enjoyed it a lot.
3. I would like to compliment Harcum for having well educated teachers.

Drama (N = 1)

Employed part-time as a medical chart abstracter in a business setting; salary less than \$400 monthly. Present job not related to Harcum major. Plan to leave this position for something better. Believe Harcum prepared me "fair" for field I have chosen and I am "just satisfied" with my Harcum education.

Fashion Design (N = 11)

Present status

Employed:	Full-time	= 7	Transfer to 4 yr. program	= 1
	Part-time	= 2		
	Unemployed	= 3		

Job Titles & monthly salary

Sales & display:	\$400-500, \$500-600
Dept. Manager:	\$500-600
Sales, sportswear:	less than \$400

Type of work setting

all business

Relationship of present job to Harcum major

Directly related	= 4	Somewhat related	= 5
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Plan to

Remain in position indefinitely	= 2
Leave position for direct advancement	= 3
Leave position for something better	= 4

For those who transferred

1. Phila. College of Textiles & Science. Textile Marketing & Management
Major: 62 credits

Believe Harcum Prepared for Field Chosen

Very well	= 1	Moderately well	= 7	Well	= 2	Fair	= 1
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Regarding Harcum Education, was:

Well satisfied	= 3	Moderately satisfied	= 6	Just satisfied	= 1	Unsatisfied	= 1
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Comments offered were:

1. I feel being so close in location to such a cultural center - Philadelphia - the resources there should be used more often, especially in the fashion design field there are many possibilities for field trips.

2. Harcum prepared me to a degree for employment. However, I feel my own experiences in working situations and the semester abroad were extremely helpful in preparing me.

Liberal Arts (N = 1)

Working part-time as a salesperson, less than \$400 in a business setting unrelated to my Harcum major. Plan to leave this position for something better. Accepted for transfer to West Chester State College, criminal justice major, 60 credits accepted. Believed Harcum prepared me for field I have chosen:- fair, and I am "just satisfied" with my Harcum education.

Legal Secretary (N = 13)

Present status

Employed: Full-time = 12 Transfer to 4 yr. college = 1

Job Titles & monthly salary

Legal secretary - less than \$400; \$600-700
Receptionist & secretary - \$500-600

Type of work setting

all business

Relationship of present job to Harcum major

Directly related = 11 Somewhat related = 1

Plan to

Remain in position indefinitely = 2
Leave position for direct advancement = 10

For those who transferred

1. The American University, Accounting major, 62 credits transferred

Believe Harcum Prepared for field chosen

Very well = 4 Moderately well = 7 Well = 2

Regarding Harcum education, was:

Well satisfied = 7 Moderately satisfied = 6

Comments offered were:

1. I find since working that the course I need more training in is English. I am very confident that I could carry an administrative position with my Harcum education.

2. I think the secretarial course should include a more intense study and time to build up speed in typing and shorthand throughout the 2 years.

Medical Secretary (N = 7)

Present status

Employed: Full-time = 3 Unemployed & looking = 2
Part-time = 2

Job titles & monthly salary

Medical assistant - less than \$400
Medical secretary - \$400-500

Type of work setting

health care - 4
education - 1

Relationship of present job to Harcum major

directly related = 4 not related = 1

Plan to

Leave position for direct advancement = 1

Leave position for something better = 4

Believed Harcum Prepared for Field Chosen

Very well = 3 Moderately well = 4

Regarding Harcum education, was

Well satisfied = 6 Moderately satisfied = 1

Comments offered were:

1. In some areas I am considered over-qualified and in other areas unqualified.

Optometric Technician (N = 6)

Present status

Employed: Full time = 4

Part-time = 2

Transfer to 4 yr. college = 1

Job Titles & monthly salary

Optometric technician - less than \$400 (part-time), \$400-500

Perceptual therapist - less than \$400 (part-time)

Type of work setting

all health care

Relationship of present job to Harcum major

all directly related

Plan to

Leave position for something better = 6

Believe Harcum Prepared for Field Chosen

Very well = 4 Fair = 2

Regarding Harcum education, was

Well satisfied = 5 Unsatisfied = 1

Comments offered were:

1. Our program did not train us to work in a varied practice, in other words, a general optometric practice, such as 80% of the doctors now have. We did little of the basics that in most situations are required.

2. I want to thank the people at Harcum for preparing me with a promising future. The members of the faculty... are a great asset to the college - I feel the most outstanding feature about Harcum Junior College is the class relationship between the students and the faculty. There are many teachers who know me that I never had for a class - this type of individual attention is unheard of in a big college. Harcum will always have a special place in my heart. The two happiest years of my life were spent at Harcum and I have made some life-long friendships too!

Pre-Nursing (N = 2)

Present status

Employed: Full-time = 1 Transfer = 2

Job Title & monthly salary

Clerk-typist - \$500-600

Type of work setting

Government = 1

Relationship of present job to Harcum major

Not related = 1

Plan to

Leave position for something better = 2

Believe Harcum Prepared for Field Chosen

Very well = 2

Regarding Harcum education, was

Well satisfied = 2

For those who transferred

1 & 2. East Stroudsburg State College, Nursing, BS; RN; 60 credits, each

Retail Merchandising (N = 22)

Present status

Employed: Full-time - 17 Transfer to 4 yr. college - 1
 Part-time - 2
 Unemployed - 3

Job Titles & monthly salaries

Sales - less than \$400, \$400-500
 Management trainee - \$400-500, \$500-600, \$600-700
 Insurance & real estate sales - \$400-500
 Cosmetologist - \$600-700
 Clerk - less than \$400

Type of work setting

all business

Relationship of present job to Harcum major

directly related = 14 somewhat related = 3 not related, not important to me = 2

Plan to

Remain in this position indefinitely - 4
 Leave position for direct advancement - 7
 Leave position for something better - 8

Believe Harcum Prepared for Field Chosen

Very well = 4 Moderately well = 11 Well = 7 Poor = 2

Regarding Harcum education, was

Well-satisfied = 10 Moderately satisfied = 10 Unsatisfied = 2

For those who transferred:

1. Phila. College of Textiles, retailing major, all credits transferred

Comments offered were:

1. The retailing program was a very good one, along with the other minors. Without my degree in retailing I would not have gotten the job since most places I interviewed asked about my education.

2. I was prepared but I don't feel the placement service was good. There were few stores even interested in the A. S. degree. (Ironically, this individual checked that she did not use any of the Harcum Career Center services. Had she, the incorrectness of her statement would have been apparent!)

Social Service (N = 4)

Present status

Employed:	part-time	= 1	Transferred	= 2
	Unemployed	= 1		

Job Title and monthly salary

Cashier = less than \$400 (part -time)

Type of work setting

business = 1

Relationship of present job to Harcum major

not related - unimportant to me = 1

Plan to

Leave position for something better = 1

Believe Harcum Prepared for Field Chosen

Very well	=	2	Moderately well	=	2
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Regarding Harcum education, was

Well satisfied = 2 Moderately satisfied = 2

For those who transferred

1. Temple University, Social welfare major, 61 credits transferred
2. Cedar Crest College, Sociology/Social welfare major, 60 credits transferred

Tourism/Travel (N = 6)

Present status

Employed;	Full-time	=	3	Transferred	=	1
	Part-time	=	1			
	Unemployed	=	2			

Job titles & monthly salaries

Travel consultant - less than \$400, \$400-500
Waitress - less than \$400 (plus tips)

Type of work setting

All business

Relationship of present job to Harcum Major:

Directly related = 2 Not related, wished, but could not find = 2

Plan to

Remain in this position indefinitely = 2
Leave this position for something better = 2

Believe Harcum Prepared for Field Chosen

Well = 2 Fair = 2 Poor = 2

Regarding Harcum education, was

Well satisfied = 2, Moderately satisfied = 1 Just satisfied = 2 Unsatisfied = 1

For those who transferred

1. Phila. College of Textiles & Science, business/marketing major

Comments offered were:

1. The travel & tourism field at Harcum needs improvement. I would suggest that they require tourism students to take typing and also pick up on geography. The career resource center at Harcum is excellent.

2. Most of the teachers cared about each student as an individual and would spend extra time with us out of class.

Did you use any of the Harcum Career Center Resources?

	Yes	No
Animal Technician	38	12
Animal Center Management	2	1
Art	-	1
Bus. Adm., Accounting	2	2
Bus. Adm., Marketing	-	1
Early Childhood Education	4	13
Drama	-	1
Fashion Design	8	3
Liberal Arts	1	-
Legal Secretary	10	3
Medical Secretary	5	2
Optometric Technician	3	3
Pre-Nursing	2	-
Retail Merchandising	19	3
Social Service	2	2
Tourism/Travel	4	2
Totals	100 67%	49 33%

It is clearly apparent that a substantial number of the respondents (in a 2 to 1 ratio) did utilize the Career Resource Center services.

Among this 51 sample of 149 graduates, most evaluated their Harcum education and preparation for their career field as being satisfactory, or better. This is clearly evident in the following two tabulations:

Believe Harcum Prepared For Field Chosen:

Combined = 85%	Very Well	=	30%
	Moderately Well	=	35%
	Well	=	20%
	Fair	=	9%
	Poor	=	6%

Regarding Harcum Education, Was

Combined = 84%	Well Satisfied	=	42%
	Moderately Satisfied	=	42%
	Just Satisfied	=	9%
	Unsatisfied	=	7%

Someone once observed that the living history of a college will be found in the achievements of its graduates. This report reveals that among a majority of its 1977 graduates, very substantial numbers report achievements of substance in their first articulation after Harcum graduation.

Boris Blai, Jr. Ed. D.
Director: Institutional Research

August 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-21

(I)

A Decade of Feedback Information From Harcum Graduates: 1968-1977

1. A number of years ago, Professor David Reisman of Harvard suggested that.... "a college must be tested by its products, the most obvious product being the alumni." At Harcum such 'testing' has been an integral part of an on-going self-evaluation program since academic 1967-68.
2. The free exchange of knowledge and information among professional personnel is recognized as one valuable means for effecting improvements in existing practices. It is to this very important objective that this, and all other IRReports, address themselves. The following paragraphs discuss various decade indicative records which furnish evaluation data relating to Harcum's educational effectiveness.
3. One of Harcum's stated objectives is to.... "provide transfer programs paralleling those offered in the first two years of four-year collegiate programs of study." To what extent has the College achieved this objective during the past decade? To assess its 'success' in this dimension, each summer following graduation the College has asked that year's graduates to respond to a brief questionnaire.
4. Each year, (with one exception, 1976) half or more of the graduates have responded to these questionnaires: (over the past 10 years it has averaged a substantial 52%). It is therefore presumed that the results reported are reasonably representative for that year's graduates. As Table 1 below indicates, substantial proportions of each graduating class during this decade consistently have reported acceptance for transfer. However, it is particularly important to note that Table 1 reflects, at best, a conservative estimate, for experience has shown that it is literally impossible to obtain complete information. Some colleges/universities and Harcum graduates simply refuse to furnish transfer-acceptance information when requested. One might speculate that the decreased percentages reported for recent-past years reflects, in part, the 'tightened' economy in which fewer 2-year college graduates have continued on into 4-year programs. Also, greater numbers of graduates are entering occupational fields which do not require baccalaureate level educational preparation.

Table 1:- Graduates Accepted for Advanced Standing Transfer

1968	= 40%	1973	= 62%
1969	= 44%	1974	= 61%
1970	= 53%	1975	= 56%
1971	= 42%	1976	= 30%
1972	= 53%	1977	= 34%

5. The extent to which the College has offered transfer-parallel programs which articulate readily with other post-secondary colleges and universities is evident in Table 2, which follows:

Table 2: - Colleges Accepting Harcum Graduates for Transfer

Year	In-state	Foreign	Out-state	Totals
1968	11	1	27	39
1969	12	2	36	50
1970	13	1	51	65
1971	12	1	21	34
1972	22	1	36	59
1973	17	1	18	36
1974	18	0	26	44
1975	13	1	10	25
1976	22	0	10	32
1977	14	0	8	22
Average	16	1	24	41

6. It has been said that the living history of a college is to be found in the accomplishments of its graduates. In this dimension of transfer articulation, the "living history" of Harcum over this past decade has been impressive, with a conservative average of 48% annually having reported transfer-acceptance of their Harcum academic credentials.

7. In addition to offering transfer-parallel programs as one of its primary objectives, the College also identifies as one of its major objectives to..... "offer career preparation, equipping individuals to become contributing members of the working world." In terms of initial articulation into the world of work, to what extent has the College helped individuals?

8. The follow-up questionnaire referred to in paragraph 3 has furnished information permitting a general response to the query - "has the College helped equip individuals to become contributing members of the working world?"

Table 3: - Graduates Accepted for Employment

1968	= 31%	1973	= 20%
1969	= 52%	1974	= 30%
1970	= 38%	1975	= 33%
1971	= 39%	1976	= 50%
1972	= 23%	1977	= 37%

9. As Table 3 reveals, the first-employment 'success' of Harcum graduates over the past decade has averaged 35% annually. This does not reflect part-time, temporary, or summer employment, but jobs identified by the graduates as full-time. However, once again, it must be noted that the percentages reported are, at best, conservative estimates only: some individuals, for reasons best known to themselves, do not respond to questionnaires, therefore these results must be recognized as being 'incomplete'.

10. In addition, some graduates do not seek employment immediately upon graduation; they 'vacation' that summer before entering the world of work. However, experience has demonstrated that if the annual follow-up questionnaire survey is delayed until the fall months, there is usually a dramatic drop-off in the number of replies received. As a consequence, these partial returns are quite non-representative for the class as a whole. Therefore the survey continues to be mailed during the summer months in an effort to obtain more representative responses.

11. Among the targeted objectives the College identifies, it... "offers a balance of general and career-oriented courses in programs of study." Does it? Two sets of indicative records, discussed in the following paragraphs, suggest the answer is - "yes"!

12. In the 1973-75 catalog the following statement appears. "Underlying Harcum's academic programs is the principle that general education and education for a career are compatible. Specialized vocational courses and liberal arts courses complement each other. The total curriculum is directed towards the growth and development of each student, both as an individual and a responsible member of society."

13. The extent to which this basic educational objective is achieved may be ascertained, in part, from the data presented in Table 4, below. The "general education" courses are expressed as a percentage of total number of courses included in each career-oriented curriculum, the latter being defined as each program of study from which the graduate may immediately enter employment in that occupation without further formal schooling.

Table 4:- Percentage of "General Education" Courses in Career-oriented Curricula

Animal Technology	= 25%	Journalism/Public Relations	= 42%
Bus. Adm., Accounting	= 50%	Legal Secretarial	= 38%
Bus. Adm., Marketing	= 48%	Med. Lab Technician	= 45%
Business Education	= 45%	Med. Secretarial	= 38%
Business Management	= 40%	Med. Technologist	= 30%
Early Childhood Ed.	= 45%	Optometric Assistant	= 33%
Education Associate	= 60%	Physical Education	= 40%
Executive Secretarial	= 33%	Real Estate	= 20%
Fashion Design	= 45%	Retail Merchandising	= 43%
Interior Design	= 40%	Social Service	= 45%

14. Curricular offerings at Harcum are subject to on-going review. They are up-dated periodically to reflect job content shifts in the various occupational areas for which Harcum offers general education and career-training preparation.

15. During the past decade some 641 Harcum graduates responded to the statement "Believe Harcum prepared me for the field I have chosen." Table 5 summarizes their responses.

Table 5: Program Assessments by Graduates

Very Helpful	= 379
Somewhat Helpful	= 188
Not Helpful	= 70

16. As the data in Table 5 reveals, the largest number of respondents considered that their Harcum program was "Very Helpful", followed by "Somewhat Helpful". In all, some 89% evaluated their programs as being helpful. Only 11 out of each 100 respondents indicated a less-than-helpful assessment.

17. Basically, Harcum exists to help prepare individuals to live and work effectively in a rapidly changing world. Through its academic programs and academic-collateral services and activities, it offers students opportunities for extended educational experiences, stimulating the intellectual, social, spiritual, emotional, and physical development of the individual.

18. This decade report does suggest one general conclusion. In the main, when the College is "tested by its products"; i. e., the articulation of its graduates into the community at large, it has evidenced a record of effective results.

19. Mrs. Edith Harcum, the College's founder, was a remarkably far-sighted individual. She believed that those she undertook to educate must have a general education as well as an occupational skill. This basic policy continues at the College, some 62 years after its founding, attesting to its vigor and timeliness!

Boris Blai, Jr. Ed. D.
Director: Institutional Research

August 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-22

(II)

Harcum Student Withdrawal Rate: Exceptionally Low!

1. Student voluntary withdrawals during the academic year are a very practical indicator, revealing how successful the college has been in 'holding' students. When expressed as a percentage of the year-beginning enrollment, for the past 15 academic years the annual withdrawal rate has been less than the 1961/62 rate of 15%, the first year this statistic was recorded.
2. Most significant has been the fact that with the growth in yearly enrollments, there has been a decrease in this attrition rate, as revealed in the following tabulation:

Table 1:- Average Annual Student Withdrawal Rate

Semi-decades	Annual rate *
1961/62 - 1965/66	10%
1966/67 - 1970/71	7%
1971-72 - 1975/76	6%
Academic 1976/77	4%

* = rounded -off to nearest
whole number

3. Perhaps the principal reason why this very desirable low attrition rate exists is the consistent concern evidenced by the Harcum faculty for the growth and development of Harcum students, as individuals. Periodically, in anonymous student questionnaires, various 'generations' of Harcum students have clearly expressed their appreciation for this concern, rating student-teacher interaction among their top-valued Harcum experiences.
4. Continuation of this very fine record in the future will be an important statistic to report when seeking to gauge the effectiveness of the College.

Boris Blai, Jr. Ed. D.
Director: Institutional Research

August 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-23

(I)

A Decade Synthesis of Harcum Assessments by Harcum Students' Parents

1. A number of years ago President Duzy noted, in connection with Harcum's on-going self-assessment that ... "the opinions and advice of parents are sought when the College administration reviews its programs and policies. they are always carefully considered and seriously heeded."
2. Periodically, over the past decade, samples from among populations of Harcum students' parents have been invited to respond, anonymously, to questionnaires relating to their impressions/assessments of Harcum as a collegiate learning Center. This document highlights and synthesizes their collective views during this past decade.
3. What impressions of Harcum do freshmen communicate to their parents? On three different occasions the parents of freshmen were invited to respond to a questionnaire. In 1966 some 40% replied; in 1967 some 61%; and in 1977 some 63%. Their collective assessments are summarized in the following Table.

Table 1: Parental Impressions of Harcum

A. Quality of Faculty-Student Relations	1977	1967	1966
Cordial-above average	59%	42%	50%
Satisfactory - average	60%	53%	49%
Cold/impersonal - below average	1%	5%	1%

With the exception of 1967, a majority of the respondents reported that their daughters communicated "Cordial" impressions of student-faculty relations. Perhaps more than any other single characteristic of the College, the existence of this cordiality in student-faculty relations 'explains' why the College year after year, continues to have an extremely low student withdrawal rate. During this past academic year, with the largest enrollment in its history, the College had the lowest rate (4%) of student withdrawals. Other institutional research inquiries have also revealed, consistently, that this dimension of student-faculty relations is very highly regarded both by students and faculty members.

<u>B. Quality of Classes</u>	<u>1977</u>	<u>1967</u>	<u>1966</u>
Daughter finds classes generally:			
Stimulating & interesting	57%	52%	50%
Of moderate interest	42%	44%	49%
Uninteresting	1%	4%	1%

For each of the three years sampled, a majority of Harcum freshmen parents reported their daughter communicated "Stimulating and interesting" as generally descriptive of their classes, with very low percentages describing their classroom experiences as "Uninteresting".

C - Student Activities

	<u>1977</u>	<u>1967</u>	<u>1966</u>
College-sponsored student activities are:			
Quite adequate in number	78%	80%	69%
Too few in number	22%	20%	31%

Over the years, substantial majorities of the respondents expressed the view that adequate numbers of college-sponsored student activities were available for their daughters. Based upon student-expressed interest and willingness to participate, during this decade the college has offered between 17 and 25 college-sponsored clubs and activities. These have reflected a wide range of social, recreational, cultural and athletic events and activities, providing a variety of outlets for student interests.

4. Since 1970, some 100 parents have been requested on three occasions, to express their anonymous views regarding the reasons why they sent their daughters to Harcum. The following table lists, in descending order of selection frequency for the 1977 sample, the reasons offered:

Table 2: - Reasons Influencing Parental Decisions to Send Daughters to Harcum

Reasons	3 yr. totals	1977	1972	1970
1. Curriculum offered	(263)%	93%	90%	80%
2. Individual student attention	(185)	71	61	53
3. A small college	(181)	60	61	60
4. Smaller classes	(161)	58	43	60
5. Accepts average students	(152)	53	39	60
6. Close to home	(127)	47	41	39
7. All-girls college	(58)	21	18	19
8. A 2-year college	(21)	19	2	-
9. Good reputation	(18)	16	2	-
10. Student social adjustment	(26)	7	10	9

5. As the "3 yr. totals" in the above table reveals, there is a high degree of consistency in the responses offered by these parents on three yearly occasions. Very clearly, the program of study is by far the most frequently mentioned reason, followed by "individual student attention". This certainly suggests that Harcum's logo - "We Care and Prepare", is very much reflected as top-priority among reasons offered by parents for sending their daughters to the College.

6. In addition, the fact that Harcum continues as a small college; offers smaller classes, and accepts average students, are all strong inducements for attracting students to the College. Expressed as percentages of the 300 sets of parents who responded, a majority of them (51% or more) cited the first 5-listed reasons among those influencing their decisions: these are the 'prime' selection features for parents.

7. As another segment of the questionnaire, these parents were requested to list the "3 best features" of Harcum, as conveyed to them by their daughters. Their collective views are summarized in the following table, listed in descending order of frequency mentioned by the 1977 respondents.

Table 3:- The "3 best" Features of Harcum

Features	1977	1972	1970
1. Very competent teachers	57%	40%	40%
2. Individual attention	41	28	24
3. Small classes	37	25	30
4. Close faculty/student relations	35	23	24
5. Curriculum offered	34	23	16
6. Excellent, relevant courses	33	23	5
7. Friendly girls	29	22	30
8. Food's great; excellent.	27	15	16
9. Comfortable, safe dorms	25	15	20
10. Location of college	23	8	20
11. Good library	21	8	5
12. Modern laboratory facilities	7	5	-
13. Small school, 'personal' environment	6	5	-

8. Scanning Table 3, it is particularly significant to note that consistently, "Very competent teachers" is the most frequently mentioned among the "3-best" features of the College. This sustained enthusiasm for Harcum's faculty is most gratifying to the College.

9. It is equally apparent that there are numerous other dimensions of the total Harcum experience which hold a strong appeal for the students. These positive, "best" features of the College, as assessed by students and communicated to their parents, should be a source of deep satisfaction to all members of the Harcum community who have directly contributed to the service, program or activity included.

10. The College recognizes that the parents of Harcum graduates can be a very vital constituency for the college. How do they view Harcum as a college? Do they consider that their daughter's Harcum education was 'worthwhile'? Would they recommend to other young women?

11. To help answer these important questions 100 parents of 1974 and 1977 graduates were invited to give the College their views, anonymously. Their collective assessments are summarized in the following table.

Table 4: - Alumnae Parents Assess Harcum

We believe our daughter's education at Harcum was:		
	1977	1974
Extremely helpful	63%	65%
Moderately helpful	21	19
Helpful	14	15
Of little help	2	1
Of no help	0	0

12. As Table 4 reveals, extremely small numbers indicated 'negative' assessments of the Harcum educational experience. Conversely, very substantial majorities of the respondents expressed the view that their daughter's Harcum education was even more than "helpful": some 84%, both in 1977 and 1974.

13. Their further responses are summarized in the following table, the percentages on the left of each being the responses of the 1977 group.

Table 5:- Parents' Impressions of Harcum

	Excellent	Good	Fair	Poor
Teaching staff	37%-35%	55%-55%	8%-10%	-
Counseling staff	37%-31%	54%-31%	8%-21%	1%-1%
Academic standards	34%-29%	58%-55%	7%-15%	2%-1%
Variety of courses	39%-36%	49%-45%	10%-13%	2%-1%
Administration	38%-35%	53%-47%	9%-16%	- 2%
Totals	185%-166%	279%-233%	42%-81%	5%-5%

14. An examination of the "Totals" columns reveals that higher percentages of the 1977 respondents offered both "Excellent" and "Good" assessments when compared with the 1974 responses. These are accompanied by a very sharp reduction in the "Fair" assessments by the 1977 respondents.

15. Both years, more than one third, on the average, assessed these various dimensions of the College as being of "Excellent" or "Good" calibra. Additionally, about half of the respondents, both years, offered "Good" evaluations. Overall, a very substantial majority of these parents, (averaging 91% in 1977 and 80% in 1974), rated the College as "Good" or "Excellent"; a very substantive 'vote of confidence'.

16. The final question asked was - "Would you recommend Harcum to other young women seeking a junior college?" Their responses were:

	1977	1974
Yes	92%	90%
No	8%	10%

17. In considering the major thrust of these various evaluations, it is clear that very prevalent 'positive' attitudes have been expressed by these parents. It is particularly noteworthy that these sentiments are expressed by parents of alumnae as well as when their daughters are Harcum students.

18. In final balance, what 'makes the difference' is what the faculty communicate to students and their parents, as well as Harcum staff and technical personnel. This decade report of evaluations by parents does support the College's logo - "We Care and Prepare."

Boris Blai, Jr. Ed. D.
Director: Institutional Research

August 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-24

(II)

Harcum Admissions: 1962-1976 (A 15-year Synthesis)

1. If one believes in the cumulative nature and value of institutional research, then periodic stock-taking is essential. This permits one to integrate and assess the 'bits and pieces' of individual information that have been developed through prior inquiries. It is the basic purpose of this report to make such a long-range assessment of Harcum's admissions program.

2. Over the past 15 years Harcum attracted some 9,193 applicants. Overall, the 'disposition' of these candidates for admission is highlighted by the following statistics:

Total Applicants	= 9193
Accepted by Harcum	= 8462, or 92%
Those accepting Harcum's invitation	= 5075, or 60%

3. The sizeable "accepted by Harcum" rate reflects the fact that throughout much of this period the College has operated under a selective 'open admissions' policy. The phrase - "a selective 'open admissions' policy" is not inconsistent. A professional approach to pre-admissions program-selection-counseling permits the effective guidance of applicants into curriculums more consistent (i. e. realistic!) with their past records of academic achievement than some of the unrealistic choices they initially indicate on their applications.

4. This careful pre-admissions assessment of qualifications has permitted the College to invite a very high percentage of those applying for admission over these years and, at the same time, 'enjoy' a remarkably consistent and low voluntary student attrition rate. (On record - over the past 15 years the average voluntary withdrawal rate has been a low 7% annually. And - over the immediate past 5 years, this annual rate has averaged an even lower 5% of year-beginning enrollments). This record is even more striking when it is noted that this very low rate over the past 5 years existed for an average annual enrollment of 600, versus an average for the preceding 10 years of only 559!

5. A second significant statistic reveals another benefit accruing from sound pre-admissions qualifications assessments. This is the percentage return rate among invited juniors. Conversely stated, a 'poor' pre-admissions assessment almost always is reflected as an undesirable student attrition statistic. When a sound qualifications 'match' has been made initially, and the student then enjoys a stimulating/satisfying first year of studies, these two parameters join to help reduce such undesirable student attrition.
6. Over the past 15 years an average of 67% of invited juniors have returned for their second year of studies. And for the past six years, since the current Director of Admissions has 'quality-controlled' the admissions-selection process, the annual rate has averaged a very substantial 76%.
7. Of freshman applicants the College has invited to attend, 6 out of 10 invitees did matriculate at Harcum. Of the total freshmen who have enrolled over this 15 year period, expressed as a percentage of the grand total who filed applications, this has been 55%.
8. Although it is difficult to obtain comparative information from other colleges relating to the ratios discussed in paragraph 7 above, from 'informal' information obtained, it is believed that the Harcum rates reported are 'good'. At no time throughout this 15-year period did less than 53% of those invited actually enroll that year, and in 1964 when Klein Hall facilities first became available, some 71% accepted Harcum's invitation to attend.
9. All demographic projections suggest that freshman recruitment competition in the next decade will be very keen. If Harcum successfully communicates with high school guidance counselors; continues to vigorously recruit freshmen with professional dignity and integrity; and continues to enjoy the respect it has earned among such counselors, the admissions function at the College will continue to attract sound levels of student enrollment in the years ahead.

Boris Blai, Jr. Ed. D.
Director: Institutional Research

September 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-22

(II)

Harcum Student Withdrawal Rate: Exceptionally Low!

1. Student voluntary withdrawals during the academic year are a very practical indicator, revealing how successful the college has been in 'holding' students. When expressed as a percentage of the year-beginning enrollment, for the past 15 academic years the annual withdrawal rate has been less than the 1961/62 rate of 15%, the first year this statistic was recorded.

2. Most significant has been the fact that with the growth in yearly enrollments, there has been a decrease in this attrition rate, as revealed in the following tabulation:

Table 1:- Average Annual Student Withdrawal Rate

<u>Semi-decades</u>	<u>Annual rate *</u>
1961/62 - 1965/66	10%
1966/67 - 1970/71	7%
1971-72 - 1975/76	6%
Academic 1976/77	4%

* = rounded -off to nearest
whole number

3. Perhaps the principal reason why this very desirable low attrition rate exists is the consistent concern evidenced by the Harcum faculty for the growth and development of Harcum students, as individuals. Periodically, in anonymous student questionnaires, various 'generations' of Harcum students have clearly expressed their appreciation for this concern, rating student-teacher interaction among their top-valued Harcum experiences.

4. Continuation of this very fine record in the future will be an important statistic to report when seeking to gauge the effectiveness of the College.

Boris Blai, Jr. Ed. D.
Director: Institutional Research

August 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-25

(II)

Harcum's Former High Student-holding Power Record Surpassed!

1. Prior institutional research reports have documented Harcum's very fine 'track record' in 'holding' the students it attracts as freshmen. Since 1970, a yearly average of 76% of invited juniors have returned to Harcum for their second year. Last year the highest percentage to ever return (82%) comprised the second largest senior class in the history of the College.

2. This year, as Harcum begins its 24th year as a College, some 83% of invited juniors have returned as seniors; the largest senior class ever, since the Harcum School became a Junior College! This continues a desirable upward trend in percentage of invited juniors returning as seniors which is evident in the following tabulation:

In September 1975 = 75% (Past 5-year average)

1976 = 76% " " "

1977 = 78% " " "

3. A second significant dimension of 'holding-power' is the student voluntary 'quit-rate' during the academic year. When this rate is expressed as a percentage, annually, of the year-beginning enrollments, the average annual 'quit-rate' the past five years has been 4.8%. Last year the 'quit-rate' was the lowest (4.4%) since these records were first kept for academic 1961-62. This continues a desirable downward trend in the 'quit-rate' which is apparent in the following tabulation:

1974/75 = 5.6% (Past 5-year average)

1975/76 = 5.5% " " "

1976/77 = 4.8% " " "

4. Possibly the single most significant statistic relating to Harcum's student-holding 'power' is the so-called "Retention Rate". This has been defined as "the percentage of entering freshmen who graduate on schedule with their respective classes."

5. Last year, the American Council on Education, reporting the results of a national survey, revealed that 62% of two-year college students had dropped out before graduation. In contrast, at Harcum this past academic decade, only a 50% annual average have dropped out (i.e., either as a voluntary 'quit'; did not return as a senior; or, as a senior, did not graduate on schedule with her class).

6. These factual statistics are the back-up 'evidence' to support Harcum's logo - "We Care and Prepare"!

Boris Blai, Jr. Ed. D.
Director: Institutional Research

September 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-26

(VII)

Program Enrollment Rates Among 1977 Freshmen

1. In some Harcum programs most who apply enroll. In others there is a dramatic gap between the numbers who apply and the numbers who enroll! Why is there such a tremendous variation among these enrollment rates?
2. Obviously there are many variables which may influence an applicant's decision to enroll at Harcum. Basically, however, the College did generate sufficient interest for the individual to initially become an applicant. How can this initial interest be sustained and nurtured to ultimately 'translate' into a freshman enrollment?
3. These are but a few of the many questions that are suggested by the information contained in Table 1, attached. Beyond the obvious 'problem' of an insufficient program enrollment jeopardizing its financial viability, there is the ever-present need to insure program content timeliness.
4. The attached table itemizes freshman applicants/freshman enrollees, listed in descending order of program enrollments. This data should be of particular interest to the various program directors and division chairmen.
5. Among 1977 freshmen, the following individual programs had enrollment rates of only one-third or less of those who initially applied. These programs, in particular, should be the subject of very careful analyses to ascertain why these extremely high 'losses' exist.

Fashion Design	=	33% enrollment rate
Pre-Nursing	=	25%
Social Service	=	21%
Recreational Leadership	=	20%
Medical Technology	=	18%
Business Administration	=	16%

Boris Blai, Jr. Ed. D.
Director: Institutional Research

September 1977

Table 1: - Applicant Enrollment Rates: 1977 Freshmen

Harcum Program	Applicants	Enrolled	% Enrollment Rate [@]
Animal Technician	271	114	42%
Retail Merchandising	99	65	66%
General Studies	19	38*	200%
Child Study	59	28	48%
Interior Design	47	28	60%
Animal Center Management	24	25#	104%
Tourism, Travel	45	25	56%
Exec.Secr./Adm. Assistant	25	18	72%
Medical Secretarial	21	15	71%
Fashion Design	42	14	33%
Legal Secretarial	23	14	61%
Liberal Arts	24	12	50%
Med. Lab. Technician	23	10	44%
Commercial Art	14	9	64%
Optometric Technician	17	9	53%
Social Service	29	6	21%
Art	10	5	50%
Business Administration	31	5	16%
Pre-Nursing	20	5	25%
Dental Assistant	6	4	67%
Public Relations	5	3	60%
Dramatic Arts	2	2	100%
Medical Assistant	2	2	100%
Medical Technology	11	2	18%
Recreational Leadership	5	1	20%
Special Education	1	1	100%
Totals	875	460	53%

@ = All percentages rounded-off to nearest whole number.

= Includes applicants for Animal Technician program who were only accepted in ACM.

* = Includes applicants for other curricula who were only accepted in General Studies.



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-27

(III)

Striving for Excellence (A Faculty/Staff Perceptions Inquiry)

1. In 1970, Harcum faculty, staff, and administrators were invited to respond, anonymously, to an open-ended, brief questionnaire statement: "The three most important Harcum policies and/or practices which require prompt improvement include." (IRR 70-15 discusses, in detail, their comments and views).

2. In October 1977, the same statement was responded to by members of the Harcum community. A tabular summary of their comments follows. The Appendix to this report quotes detailed statements offered by the 1977 respondents.

3. In 1970, some 27 responded; in 1977 responses were received from 32, and Table 1, below, lists the items mentioned in descending order of frequency for the 1977 respondents. With 32 responding in 1977, the 3% responses are from one individual only; 6% from two; 22% from 7; 30% = 10, and 50% = 16 individuals.

Table 1: Harcum Personnel Recommendations for College Improvement

Item	1977	1970
1. Upgrade faculty salaries	50%	36%
2. Inadequate parking facilities	30%	8%
3. Inadequate heating/cooling of buildings	22%	- -
4. Class size: some too large	6%	- -
5. Free lunches for faculty	6%	- -
6. Independent study program	6%	- -
7. Upgrade some admissions standards	6%	8%
8. Registration procedures	3%	4%
9. Non-ventilated bathrooms	3%	- -
10. Follow-up with non-returning seniors	3%	- -
11. Furnish feedback information to program directors	3%	- -
12. Poor Communications between staff, faculty, & administrators	3%	16%
13. Need new telephone system	3%	- -
14. Let students remain in dorms over 3/4 day holidays	3%	- -
15. More faculty 'credit' for teaching labs	3%	- -
16. Better faculty utilization of Library	3%	- -
17. More field trips	3%	- -
18. Expanded student orientation	3%	4%
19. Follow-through on faculty suggestions	3%	- -
20. Remedial courses in reading/arithmetic	3%	4%
21. Pension benefits for <u>all</u> workers	3%	- -

4. Scanning Table 1, both groups rank the upgrading of faculty salaries among their top-3 'priorities'. Otherwise there is considerable divergence of 'priorities' expressed by the two groups. The top-3 most frequently mentioned items for both groups include the following:

<u>1977</u>		<u>1970</u>
- -	Student dress and manners	40%
50%	Upgrade faculty salaries	36%
30%	Inadequate parking facilities	- -
22%	Inadequate heating/cooling of buildings	- -
- -	Student Government Association (too weak)	20%

5. Beyond the top-3 items for the 1977 group, all others included in Table 1 are the views of only 1 or 2 individuals and not a consensus of congruent views of the groups responding. It is of particular interest to note that among the top-3 items for both groups, they are all 'non-academic' in nature. This suggests that in general members of the Harcum community in 1977 share the following view. The quality and level of excellence in the academic programs and activities offered are not as urgently in need of improvement as are some of the 'non-academic' dimensions of College operations.

Boris Blai, Jr. Ed. D.
Director: Institutional Research

October 1977

Encl: Appendix

Appendix

Following are verbatim comments offered by 1977 respondents.

1. Independent Study Program: Since its inception as an alternative teaching/learning experience, independent study has been used to fulfill a variety of needs for a variety of students. Because of the potential for misuse, resulting in a chipping away at the integrity of courses and impositions on faculty time, the program needs to be defined and controlled. The work of the Ad Hoc Committee on Independent Study needs immediate attention.
2. Registration Procedures: Even though registration proceeded smoothly, there is a problem of limited to non-existent choices afforded to students who register later because of alphabetical assignment. To suggest that there are choices for this group when virtually none exists seems deceptive. In a college this size it would seem to be a more streamlined, ethical procedure for the Registrar to assign students to sections.
3. Students with sub-standard academic skills: The presence in large classes of so many students who are not ready to master college material is a continuing problem. The 'failure' self-image is perpetuated for these students because of inadequate provisions to help remediate their severe academic deficiencies.
4. Parking: Nothing put aside for full-time faculty or office employees in the Academic Complex.
5. Non-ventilated bathrooms: required by law; overlooked by management or penny pinching?
6. Heating and cooling: again discrimination - all other buildings with the exception of the Academic Complex are comfortable in winter and summer.
7. Indoor temperature control: rooms in Academic Complex building and library become so-o-o cold in the winter that the people are unable to function. Normally, this causes poor concentration and study habits. However, morale drops 50 degrees cooler than temperature. There are also some classrooms that are cold beside those that are too hot. Ex; 204 is cold while 206 is hot.
8. Information regarding students who do not return for 2nd year: to determine what, if anything, program directors can do to help. If students were dissatisfied with courses, social life, dorm conditions, etc. Important!
9. Feedback to program directors from admissions: when programs are presented to prospective students, what are the positive and negative comments?
10. Admissions counselors talking to program directors: in order to be able to carry the flavor of the program to prospective students.
11. Salary: is not in keeping anywhere within the continual rising cost of living.
12. Additional salary for program directors: this position involves quite a bit of extra work, in terms of hours and energy, particularly at pre-registration and registration.
13. Lunches, free - for faculty, and reserved parking. These two benefits would take the edge off of low salaries, also in themselves they are practical and productive in relation to work conditions.

14. A new telephone system: Many times it is necessary to contact people in places outside of Harcum before 9 am and after 5 pm. It makes it difficult to carry out certain necessary duties.

15. Unequal numbers of students in classes: An instructor gets the same pay for teaching a class of ten as another instructor for teaching 80. Larger classes mean more papers to grade, more students who need individual help, etc. There should be a minimum number of students that one teacher is expected to handle, and extra pay allowed for larger numbers.

16. Science instructors should have 2 credits for teaching a 2 hour lab. Labs require setting up and cleaning up; involve much individual instruction; results in papers to grade for every lab, and in fact teaching a lab is like having a separate course. Two-hour labs are often more involved and time-consuming than teaching a one-hour lecture. Yet the instructor gets only one hour credit for his effort.

17. Students should be permitted to stay in dorms for 3 or 4 day holidays. Students who live in another state or who must travel great distances are inconvenienced by being forced out of the dormitory. Some alternatives should be provided for students who cannot leave.

18. The practice of faculty members assigning reading materials that are not in the Harcum library. This is the main reason for its low circulation. When students come to the library and find it doesn't have assigned books, they become discouraged and don't come back. Teachers should be encouraged, over and over again to check the library before making up reading lists. Many times they could use a book that the library already has, or they could plan far enough ahead to give the library time to purchase what they want. A small library like Harcum can't possibly have an unlimited collection. Everything possible should be done to provide funds to make it bigger. Meanwhile, everything possible should be done to assure the best use of what is there through very close cooperation between faculty and librarians. This will do more than anything else to increase circulation.

19. Field trips: There should be advance notice of students who are going on field trips so that there is no conflict with tests which are being given.

20. Orientation: I believe that the orientation program should continue for at least the first half of the semester. Study skills and How to Read, Listen, Take Notes, etc. would be a great help in helping our students.

21. Class size must be reduced to match our catalogue: We will kill the goose that lays the golden eggs if we accept over one hundred new students above last year, and then force them into classes of 34 and more in which necessary elements, such as typewriters, are lacking. This is not what Harcum is meant to be with small classes and personalized attention.

22. Admissions standards upgraded: More careful screening of applicants at lower end of ability scale (particularly English ability), or more remedial classes. Difficult to work with these students:

23. Some follow-through accomplished on all the suggestions that the faculty makes.

24. No freshman boarders be allowed to have a car on campus. It might partially solve our

parking problem. If there was not the opportunity to ride around at all hours it might encourage better study habits.

25. If students who cannot read and do arithmetic are to be accepted they should be accepted into a special program. This respondent has become aware of too many students and teachers whose courses are being severely disrupted because some of the students cannot do even the simplest arithmetic or read the simplest assignments. Students have complained that it is unfair to them to expect them to learn at the slow pace of the students who can't read or do arithmetic. It is impossible to complete a syllabus in a semester when elementary reading and arithmetic must be taught as well as the subject.

26. Pension benefits for all workers, not just the administrative staff. Most schools have this benefit.



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-28

(VII)

Harcum's Pennsylvanians

1. Since 1962, 90% of all Harcum freshmen have entered from Pennsylvania, New Jersey, New York, Ohio, and Delaware. During the period 1962-1976, over 50% have entered from Pennsylvania, and for 1977, the percentage rose to 70. Thus, the primary student-pool from which the College has drawn its enrollments has entered from one of the heaviest population densities in the country.

2. Almost without interruption since 1962, the percentage of Harcum freshmen residing in Pennsylvania has grown, reaching a maximum of 73% in 1976. Over the past three semi-decade the average percentages entering from Pennsylvania were:

1962-1966 = 37%

1967-1971 = 49%

1972-1976 = 71%

1977 = 70%

3. The growing state-localization of Harcum's student body 'peaked' in 1976 and has dropped back to 70% this year.

4. A related dimension - the composition (resident/day) of the student body - has shifted over the years. In 1966 the number of residents rose to an all-time high of 520 (the first year Pennswood dormitory was available). Thereafter the numbers contracted steadily to a 'low' of 263 in 1973. Subsequently it rose to 334 in 1974; to 403 in 1975; to 456 in 1976, and to 515 in 1977 - a 'healthy' trend!

Boris Blai, Jr. Ed. D.
Director: Institutional Research

October 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-29

(IV)

The Nelson-Denny Reading Test and Harcum Academic Performance

1. The College continues to administer the Nelson-Denny Reading Test to incoming freshmen. As past IRR reports have clearly indicated, at Harcum this test is a most useful instrument which provides objective information relating to academic achievement.

2. As was noted in IRR 76-28, "Over the past academic-decade, an average of 66% of incoming Harcum freshmen have scored at or above the 30th national percentile. Some 79% of the 1976 freshmen scored at or above the 30th percentile, the second highest percentage in the past 10 years - exceeded only by the 36% in 1969. Those scoring below the 30th percentile in either the verbal or comprehension scores on the Nelson-Denny are prime candidates for prompt remedial reading assistance. The College, therefore rosters these freshmen for the Reading Development Course." In 1977 some 76% of the freshmen scored at or above the 30th percentile in either the verbal or comprehension scales.

3. With an average correlation of $r = .67$, and a Coefficient of Determination of 45%, the Nelson Denny is a useful 'predictor' of Harcum academic success (see: IRR 72-22). Thus, once again the faculty are urged to utilize this strong data-link in their academic counseling of students.

Boris Blai, Jr. Ed. D.
Director: Institutional Research

October 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-30

(VIII)

Harcum Students: Their Motivation
And Learning
(An index to selected IRReports)

1. Seven years ago, in IRR 70-5, the following "Introduction" appeared. These observations are still pertinent; therefore they are again quoted:

INTRODUCTION

Perhaps the most challenging task facing the faculty is that of motivating Harcum students to learn to the fullest extent of their potentialities. With this thought in mind, the following summary of institutional research information is furnished to assist you in carrying out this major, complex, motivational-teaching task.

The index which follows is organized into several categories for convenience of reference. Pertinent reports issued prior to 1970 will be found in IRR 70-5, "Institutional Research Studies, Motivation, and Learning of Harcum Students." The complete, detailed reports to which these indexed reports refer are available in the Office of Research, and copies are available upon request to the undersigned.

How may the attached reports index best be utilized in effectively motivating Harcum students to study diligently and thereby more fully enrich their Harcum educational experience? The first "answer" that comes to mind is - "communicate the results of these research findings to the students; - let them know the facts."

To the maximum extent possible, this should be accomplished, (as the old song goes), by a positive effort on your part to "ac-cen-tuate the positive; e-lim-i-nate the negative." Instilling self-confidence in the students by recognizing and acknowledging their positive, academic-intellectual achievements is a form of "operant conditioning" in the best traditions of B. F. Skinner and other "learning" psychologists.

This technique should be fully and consistently utilized in seeking to stimulate Harcum students to greater learning concentration and effort. Do Keep Students Informed.

October 1977

Boris Blai, Jr. Ed. D.
Director: Institutional Research

Encl: Index to selected IRReports

Index to Selected IR Reports

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- (1) Alumnae-evaluated "Worth" of Harcum Courses (IRF 70-39)
- (2) Alumnae Facts Reveal Harcum Success (IRR 70-42)
- (3) What 'Happens' to Early Childhood Education Grads? (IRR 70-53)
- (4) Harcum Graduates Prosper (IRR 71-24)
- (5) The Harcum Student/Alumnae in Retrospect (IRR 71-33)
- (6) Harcum Secretarial Graduates 'Succeed' (IRR 72-6)
- (7) Harcum 1972 Graduates Move Ahead (IRR 72-29)
- (8) Harcum Honors Graduates and Post-Harcum Record (IRR 72-30)
- (9) Harcum Graduates 'Prosper' (IRR 73-25)
- (10) A Half-Century of Alumnae Respond: 1923-1973 (IRR 74-9)
- (11) Harcum Graduates Transfer! (IRR 74-15)
- (12) Harcum '74 Grads Report In (IRR 74-16)
- (13) Biography of One Hundred Harcum Graduates (IRR 75-8)
- (14) Harcum '75 Graduates Thrive (IRR 75-19)
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B- Student Academic Achievement

- (1) Grade Distributions: Fall 1969 & 1968 (IRR 70-17)
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C- Curricula and College Characteristics

- (11) Learning Resources Center Utilization 1970/71-1974/75 (IRR 76-3)
- (12) In-Depth Follow-Up Evaluation of Harcum 'Career' Program Graduates (IRR 76-23)
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D- Student Characteristics

- (1) Transfer Acceptance of Harcum students (IRR 67-17)
- (2) How Much Do Harcum Students Study (IRR 68-4)
- (3) Harcum Graduates Transfer (IRR 69-3)
- (4) Study Habits & Attitudes of 1969 Freshmen (IRR 69-15)
- (5) A Profile of Harcum Freshmen: 1969-70 (IRR 70-27)
- (6) Academic Adjustment & Persistence of 'Calculated Risk' Students at HJC (IRR 70-33)
- (7) 'Success' of 'Calculated Risk' Students at HJC (IRR 70-36)
- (8) Psychometric Evaluation of Harcum Education (IRR 70-48)
- (9) Reading Preferences, Habits & Skills of HJC & CUNY Comm. College Students (IRR 70-63)
- (10) Cumulative Averages and Activities 'Joiners' (IRR 71-15)
- (11) Harcum Helps Close Critical-Thinking 'Gap' (IRR 72-17)
- (12) Some 7,823 Students and 2,907 Graduates - A Long-range View of Harcum's Student Clientele (IRR 75-27)

E- Student Views and Evaluations

- (1) Freshmen Evaluate "Important" Study Habits & Distractions (IRR 67-8)
- (2) The Students' View of Harcum (IRR 67-14)
- (3) Motives for Attending Harcum (IRR 68-6)
- (4) Collegiate Educational Goals of Harcum Students & Others (IRR 68-8)
- (5) Goals of a Harcum Education (IRR 68-9)
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- (7) Reasons for Attending Harcum (IRR 69-11)
- (8) Harcum Students' College-related Views & Opinions (IRR 70-25)
- (9) Harcum Students' Realism in Academic Achievement Assessment (IRR 70-23)
- (10) Educational Goals & Selected College-Related Valuations of Public & Private Jr. College Students (IRR 71-14)
- (11) Harcum Students Evaluate Their College (IRR 73-13)
- (12) Values & Perceptions of Public & Private Jr. College Students (IRR 73-14)
- (13) Student 'Thinking' and Good Teaching (IRR 74-3)
- (14) Student Attitudes Regarding Harcum Learning Environment (IRR 75-26)
- (15) Harcum Freshmen Self-Evaluate Their Preparation for College (IRR 76-7)
- (16) Freshman-perceived Reasons for Harcum Attendance (IRR 76-30)
- (17) Does Enjoyment Accompany Learning (IRR 77-2)
- (18) Harcum Assessments by Students: A Decade Synthesis (IRR 77-3)



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-31

(III)

Collective Values and Attitudes of Harcum Faculty and Staff

1. Approximately eight years ago Harcum faculty, staff personnel and administration responded anonymously to a detailed questionnaire relating to their values and attitudes. Some 76% responded and expressed their views relating to:

- | | |
|-----------------------------|-----------------------------|
| (1) Business-Economy | (5) Politics & Government |
| (2) Higher Education | (6) Racial Attitudes |
| (3) Institutions in Society | (7) Reactions to Protest |
| (4) Personal Involvement | (8) Urban and Suburban Life |

2. In the fall of 1977 the present Harcum faculty, staff, and administration were invited to respond, anonymously, to the same questionnaire items. (These items were drawn from a questionnaire developed by Jeffrey K. Hadden and described in PSYCHOLOGY TODAY, October 1969). Some 54% did so, and their responses are compared and contrasted with those of the 1970 respondents in the following paragraphs.

3. To insure comparability of replies given in the two surveys, the percentages listed following each statement, (the 1970 replies being the figures in parentheses), consist of combining the #5 (Strongly Agree) and #4 (Mildly Agree) responses to each statement. The Agree-Disagree Scale which respondents utilized consisted of:

#5 = Strongly Agree
#4 = Mildly Agree

#3 = No Opinion

#2 = Mildly Disagree
#1 = Strongly Disagree

4. In the following listing of questionnaire items, grouped by Attitudes Category, those specific items in which a majority (51% or higher) of the 1970 and 1977 respondents agreed are identified by the percentages listings being underlined. (Some questionnaire items are listed several times in different groups when they refer to more than one subject.)

Attitudes Category

Business-Economy

1. The free enterprise system is the single economic system compatible with the requirements of personal freedom and constitutional government. (50%) 64%
2. Private enterprise is capable of solving any problem it puts its mind to, including poverty. (58%) 64%
3. Business is already more deeply involved than government in creative urban programs. (25%) 71%
4. I regard profit and the public interest as compatible. (42%) 14%

5. Business expects more conformity than I can give. (17%) 43%
6. The kind of work I do matters more than whether I do it for government, business, a university or an independent organization. (75%) 100%
7. Those who knock free-enterprise misunderstand what made this a great nation. (63%) 57%
8. You have more freedom working in business than in government. (46%) 29%
9. Business provides little opportunity today for anyone who cares about what happens in the world. (33%) 14%
10. The advantage of intellectual work for a corporation is that you get to test your theories in action. (71%) 64%
11. I'm bugged by the prospect of working for an organization where I'll have to carry out policies I think are wrong. (71%) 64%
12. I would like to work for an organization where the boss wouldn't be upset if I were involved in unpopular causes. (67%) 71%
13. I'll never work for any part of the military-industrial complex. (29%) 43%
14. I would like to work for a company that would give me the opportunity for further education. (63%) 86%
15. Most people who live in poverty could do something about it if they really wanted to. (67%) 64%

Higher Education

1. I believe that in general the college classroom is seriously lacking in relevance to the real problems of the world. (33%) 50%
2. I wish that universities would develop programs that would involve students in urban problems. (63%) 43%
3. I believe that the universities have abdicated their responsibility to deal with vital moral issues. (42%) 21%
4. I believe that the university is one important symbol of hope in a troubled world. (88%) 79%
5. Significant learning takes place only if the student knows that the teacher fully accepts and is seriously interested in him as a person. (54%) 50%
6. College presents a dilemma of choosing between a major that is interesting and one that leads to a good job. (38%) 79%
7. College administrators are generally indifferent to student needs. (17%) 43%
8. I am concerned with the improvement and reform of college practices as are the protest leaders. (50%) 86%
9. I am sympathetic with the goals of college protests. (38%) 29%
10. Protest leaders should not be expelled from college. (38%) 57%
11. Colleges should not try to control student life outside the classroom. (46%) 52%
12. The most important thing about college is that it provides the student some time to discover himself and think about what he wants to do with life. (67%) 57%

Institutions in Society

1. I doubt that we have little hope of survival if institutions don't become more sensitive to human needs. (67%) 100%
2. Politicians are mere maintainers of the status quo. (50%) 57%

3. The churches in America have been hopelessly slow in joining the struggle for social justice. (67%) 71%
4. I'm bugged by the prospect of working for an organization where I'll have to carry out policies I think are wrong. (71%) 64%
5. I'd never work for any part of the military-industrial complex. (29%) 14%
6. Black Power is an example of participatory democracy that needs to be reawakened in society. (38%) 14%
7. The rate of social change is so great that it frightens me. (33%) 50%
8. Our society is going to be torn apart by rising tensions and unrest. (54%) 64%
9. I believe that sensational news coverage has made urban and racial problems seem more severe than they are. (58%) 71%
10. I expect to pay a lot of taxes in my lifetime because many people would rather live on welfare than work. (67%) 79%
11. I believe that science and technology are dehumanizing man. (46%) 29%
12. I doubt that technology is a very positive force creating opportunity for man to be truly free. (29%) 21%
13. Science makes it possible for people to go beyond pre-occupation with survival into concern with intellectual attainment, friendship and participation in civic life. (83%) 100%
14. I believe it is a young man's duty to serve his country when called. (67%) 64%
15. Students should have an option between serving in the Peace Corps and the military. (63%) 86%
16. I look at work as a way of life and not simply as a way of making a living. (38%) 100%

Personal Involvement

1. The most important things in life can only be understood through involvement. (100%) 71%
2. I do participate regularly in discussion programs dealing with national problems. (75%) 50%
3. I have sent a letter or telegram to a public official. (6%) 71%
4. I have participated in a demonstration. (21%) 36%
5. I have a leadership role in some political cause. (29%) 21%
6. I hope to live in a way that will make some contribution to man's understanding of man and help to build a more tolerant just world. (100%) 100%
7. I'll probably never accomplish anything very important. (25%) 14%
8. I believe that my generation is going to make a better world. (42%) 71%
9. The ideal of scientific objectivity or detachment falsifies the inevitably personal nature of all inquiry. (21%) 14%
10. Most people would rather just vote about a problem than do something about it. (88%) 86%
11. I would like to work for an organization where the boss wouldn't be upset if I were involved in unpopular causes. (67%) 71%
12. I'd like spending a year or two in voluntary service such as the Peace Corps. (29%) 86%
13. Whether I work for government or the private segment of the economy, I would like a job where I will more or less by my own boss. (63%) 93%
14. My private life will not be sacrificed even if it means making less money. (27%) 79%
15. I take it for granted that I will make a good income; I'm much more concerned about finding a job where I will do things that matter than the salary I earn. (42%) 78%
16. I look at work as a way of life and not simply as a way of making a living. (38%) 100%

Politics and Government

1. I have a leadership role in some political cause. (29%) 21%
2. Most people would rather just vote about a problem than do something about it. (88%) 86%
3. There is no point in trying to change existing political structure. If one is interested in change, he must work outside these structures. (17%) 7%
4. The decisions I might make inside a corporation would influence the society more than my votes. (54%) 29%
5. I would not mind having a member of a different racial group represent me in Congress. (93%) 86%
6. Whether I work for government or the private segment of the economy, I would like a job where I will more or less be my own boss. (63%) 75%

Racial Attitudes

1. I feel morally obliged to do what I can to end racial injustice in this society. (46%) 86%
2. Black Power is an example of participatory democracy that needs to be reawakened in society. (38%) 14%
3. I would not mind having a member of a different racial group represent me in Congress. (83%) 86%
4. Negroes could solve many of their own problems if they would not be so irresponsible and carefree about life. (46%) 50%
5. I believe that the condition of the average Negro is improving. (92%) 86%
6. White racial attitudes are partly responsible for the human relations problems of our big cities. (83%) 71%

Reactions to Protest

1. I am as concerned with the improvement and reform of college practices as are the protest leaders. (50%) 86%
2. I am sympathetic with the goals of college protests. (38%) 29%
3. Protest leaders should not be expelled from colleges. (38%) 57%
4. White backlash poses the most serious threat to American society. (21%) 14%

Urban and Suburban Life

1. I believe the exodus of whites from the cities has contributed to the ghetto crises. (75%) 57%
2. The problems of cities are personally important to me. (100%) 50%
3. I believe that suburbia is a style of life that combines the advantages and opportunities of both big cities and small towns. (71%) 71%
4. The welfare state has failed in the inner city. (54%) 64%
5. Theoretically, the beauty of the city is that it's a center of optimum freedom and choice for the individual. (33%) 43%
6. I enjoy being in the middle of large city where all types of activities go on. (75%) 43%
7. Cities have little to offer that can't be found in small communities. (21%) 43%
8. Large cities are an unfortunate mistake in the development of human societies. (33%) 59%
9. The trouble of cities is personally important to me. (83%) 57%
10. I consider the problems of big cities insoluble. (25%) 14%

11. I am not sure that my generation will solve the problems of the urban crisis. (67%) 86%
12. I would like to 'get in on the action' as business creates new jobs involved in solving urban problems. (33%) 36%
13. I do not want my children to grow up in the city. (63%) 50%
14. I want to live in the central city so my children can go to school with children of other races. (38%) 50%
15. I want to be a suburbanite. (42%) 29%

5. Identified by Attitude Category groups, the following listing summarizes the number of items within each Attitude group in which a majority of both groups responded with "Strongly Agree" and "Mildly Agree" statements.

Attitude Category

(1) Business-Economy	=	9 items, or 60% of the total items within this group
(2) Higher Education	=	2 items, or 17%
(3) Institutions in Society	=	7 items, or 41%
(4) Personal Involvement	=	10 items, or 62%
(5) Politics & Government	=	3 items, or 50%
(6) Racial Attitudes	=	3 items, or 50%
(7) Reactions to Protest	=	0 items, or 0%
(8) Urban & Suburban Life	=	6 items, or 40%

It is thus evident that the highest degree of congruence between the respondents in 1970 and 1977 exists in the area of Personal Involvement, followed by Politics and Government and Racial Attitudes.

6. Listed in descending order of frequency of "Mildly Agree" and "Strongly Agree" responses, the 1977 group selected the following top-12 items. The percentages in parentheses are the responses among the 1970 group.

- (1) I doubt that we have little hope of survival if institutions don't become more sensitive to human needs. 100% Institutions in Society (67%)
- (2) The kind of work I do matters more than whether I do it for government, business, a university or an independent organization. 100% Business & Economy (75%)
- (3) I hope to live in a way that will make some contribution to man's understanding of man and help to build a more tolerant, just world. 100% Personal Involvement (100%)
- (4) I look at work as a way of life and not simply as a way of making a living. 100% Personal Involvement (38%)
- (5) Whether I work in government or the private sector of the economy, I would like a job where I will more or less be my own boss. 93% Personal Involvement (63%)
- (6) I'd like to spend a year or two in voluntary service such as the Peace Corps. 86% Personal Involvement (2%)
- (7) I am not sure that my generation will solve the problems of the urban crisis. 86% Urban & Suburban Life (67%)
- (8) I feel morally obliged to do what I can to end racial injustice in this society. 36% Racial Attitudes (46%)
- (9) I would not mind having a member of a different racial group represent me in Congress. 86% Racial Attitudes (83%)

(10) Most people would rather just vote about a problem than do something about it.

86% Personal Involvement (88%)

(11) I believe that the university is one important symbol of hope in a troubled world.

79% Higher Education (88%)

(12) I take it for granted that I will make a good income; I'm much more concerned about finding a job where I will do things that matter than the salary I earn.

78% Personal Involvement (42%)

It is noted that substantial shifts in percentages (30% or more) between the 1977 and 1970 respondents occurred in items # (1), (4), (5), (6), (8), and (12). These seem to reflect a more prevalent expression of human concerns among the 1977 respondents.

7. Some interesting paradoxes in the responses of the 1977 group include:

(1) Some 86% indicated that they felt... "Morally obliged to do what I can to end racial injustice in this society." Yet 50% are unwilling to reject one of the most blatant stereotypes of our culture: i.e., "Negroes could solve many of their problems if they would not be so irresponsible and carefree about life."

(2) Some 71% indicated they believed... "The most important things in life can only be understood through involvement." Yet only 50% indicated... "I do participate regularly in discussion programs dealing with national problems," and only 21% indicated... "I have a leadership role in some political cause. (More consistent with the "involvement" belief expressed by the 71% was the 71% response to... "I have sent a letter or telegram to a public official.")

(3) Some 50% indicated... "The problems of cities is personally important to me." Yet 29% stated that they wished to join the exodus from the cities, indicating... "I want to be a suburbanite." (More consistent was the response of the 43% who indicated... "I enjoy being in the middle of a large city where all types of activities go on."

8. A strong thread of idealism is apparent in the following responses of the 1977 group. Responses of the 1970 appear in parentheses:

(1) I hope to live in a way that will make some contribution to man's understanding of man and help build a more tolerant world. 100% (100%)

(2) I believe that my generation is going to make a better world. 71% (42%)

(3) We have the economic and technical capacity to do anything we want with our cities. 64% (75%)

(4) I look at work as a way of life and not simply as a way of making a living. 100% (38%)

(5) I believe that the university is one important symbol of hope in a trouble world. 79% (88%)

9. Specific attitudes with which the 1977 group either "Mildly Disagree" or "Strongly Disagree" include the following:

Business-Economy

(1) I regard profit and the public interest as compatible. 86%

(2) Business provides little opportunity for anyone who cares about what happens in the world. 86%

Higher Education

(3) I believe that the universities have abdicated their responsibilities to deal with vital moral issues. 79%

(4) I am sympathetic with the goals of college protests. 71%

Institutions in Society

- (5) I'd never work for any part of the military-industrial complex. 86%
- (6) Black Power is an example of participatory democracy that needs to be reawakened in society. 86%
- (7) I believe that science and technology are dehumanizing man. 71%
- (8) I doubt that technology is a very positive force creating opportunity for man to be truly free. 79%

Personal Involvement

- (9) I have participated in a demonstration. 64%
- (10) I have a leadership role in some political cause. 79%
- (11) I'll probably never accomplish anything very important. 86%
- (12) The ideal of scientific objectivity or detachment falsifies the inevitable personal nature of all inquiry. 86%

Politics and Government

- (13) There is no point in trying to change existing political structure. If one is interested in change, he must work outside the structures. 93%
- (14) The decisions I might make inside a corporation would influence the society more than my votes. 71%

Racial Attitudes

- (16) I am sympathetic with the goals of college protests. 71%
- (17) White backlash poses the most serious threat to American society. 86%

Urban and Suburban Life

- (18) I consider the problems of big cities insoluble. 86%
- (19) I want to be a suburbanite. 71%

10. 'Moderate' to 'Strong' attitudes of independence and 'privatism' (i.e., a rejection of meaning or authority outside the self) are evident in the following responses of the 1977 group. Professor Jeffrey K. Hadden suggests that... "the greatest potential danger in... privitism lies in a tragic failure to both recognize and accept essential social requirements of responsibility towards others."

- (1) Colleges should not try to control student life outside the classroom. 57% agree.
- (2) The most important thing about college is that it provides the student some time to discover himself and think about what he wants to do with life. 93% agree.
- (3) Whether I work for the government, or the private segment of the economy, I would like a job where I will more or less be my own boss. 93% agree.
- (4) My private life will not be sacrificed even if it means making less money. 79% agree.
- (5) Students should have an option between serving in the Peace Corps and the military. 86% agree.
- (6) I would like to work for an organization where the boss wouldn't be upset if I were involved in unpopular causes. 71% agree.

11. In summarizing, perhaps the most accurate group 'profile' of the 54 individuals who completed the questionnaire in 1977 is to be found in the 12 items detailed in paragraph 6 above. As a group they are 'people-oriented' (#1); seek worthwhile work (#2); wish to help build a better world (#3); approach work as a 'way of life' (#4); cherish independence (#5);

seek personal service-to-others involvement (#6); are concerned about urban crises (#7); racial injustice (#8 & 9); are realistic (#10); have 'professional' pride (#11), and (#12), seek to make a lasting contribution to society.

12. Perhaps a fitting conclusion to this faculty-staff values and attitudes inquiry are the following observations by Dr. Carl Sagan in "The Drageus of Eden".

"The coordinated functioning of both cerebral hemispheres is the tool Nature has provided for our survival. We are unlikely to survive if we do not make full and creative use of our human intelligence."

Boris Blai, Jr. Ed. D.
Director: Institutional Research

October 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-32

(III)

Harcum Faculty Perceptions
of "Effective" Teachers
(A Parallel-perceptions inquiry)

1. What do professional educators believe are the appropriate bases for judging the effectiveness of a teacher? And how do the views of Harcum faculty compare with those of some 264 public school teachers and administrators? To determine how Harcum faculty perceive an "effective" teacher they were invited in the fall of 1977 to respond anonymously to a questionnaire which consisted of 14 criterion elements of effective teaching drawn from a survey instrument developed by (Jenkins & Bausell). For each criterion element they were asked to rate it on a numerical scale ranging from 1 = Completely Unimportant up to 9 = Extremely Important. Some 58, or 76% responded, and their average ratings are summarized in Table 1, attached.
2. In a prior study (Gurney), it was noted that although the human relations aspects of teaching and the ability of the teacher to improve them are difficult to measure... "they show up as important evaluation criteria of administrators and teachers." (p. 774)
3. Gurney further notes that... "Dynamism and warmth appear to be important aspects of teaching, as reflected in the high ratings given by... educators to criteria related to such humanistic aspects as teacher flexibility, personalization of teaching, good rapport, and sensitivity to the student's point of view."
4. An earlier study (Jenkins & Bausell) reported findings in which "Process" criteria were judged as being more important than "Product" criteria. These quoted terms, "process" and "product" relate to the survey instrument developed by Jenkins and Bausell which was based on categories developed by (Mitzel) to identify three broad classifications of criteria used to study teaching effectiveness.
5. As Jenkins and Bausell point out, these three categories are:

Product Criteria
When teachers are judged by their effectiveness in changing student behavior: (a measured change in 'product'. These relate to measures of growth in skills, knowledge of subject matter, and attitudes).

Process Criteria

When teacher evaluation is based upon classroom behavior, either the teacher's behavior, his student's behavior, or the interplay of teachers/student behavior, the judge is using process criteria, in Mitzel's scheme. These could include teacher verbal behavior, methods, and classroom control; students might be rated for their verbal behavior and attentiveness.

Presage Criteria

Teacher evaluation based upon personality or intellectual attributes (industry, intelligence, character); performance in training, achievement (success in student teaching, marks in education courses).

6. As Jenkins and Bausell further note: "These criteria are, at best, indirect measures of a teacher's effectiveness and are normally chosen because in someone's view they are related to, and therefore predict, either process or product criteria." (p. 572)

7. When the average ratings of the two groups in Table 1 are examined, it is noted:

(a) the Delaware group ranks highly student-faculty interaction, the criterion receiving the highest rating being "Relationship with class." For the Harcum respondents their average rating for this criterion was 7.50, or the 4th highest-ranked rating. For the Harcum group their top-ranked criterion was "willingness to be flexible, to be direct or indirect as situation demands."

(b) There is a far-greater 'clustering' of ratings by the Harcum group than for the Delaware group, as evidenced by the greater range of ratings for Delaware.

(c) The "process" and "product" combined means for the Delaware group suggest that the Delaware teachers would, as Jenkins and Bausell note... "depend at least as much, if not more, on their classroom procedures and processes as they would on these products. Putting it another way, they consider that what one does in the classroom counts at least as much as the effects or outcomes of doing it.

"There is further, substantial agreement that both student growth and classroom processes are more important criteria for teacher evaluation than are non-classroom variables such as years of experience and community participation."

The Harcum "Process" and "Product" means, although the inverse of the Delaware rankings, would also warrant these same general conclusions, as they are both slightly higher than the "Presage" mean.

(d) Although the criterion "Amount Students Learn" was not seen as particularly important in judging teacher effectiveness by the Delaware group, at least relative to the other criteria rated, it received the second highest rating by the Harcum group.

(e) Both groups bottom-rated the 13th and 14th "Presage" criteria and also 3rd-rated criterion #3. In all the remaining ratings they are divergent in their order of rankings among these 14 criterion elements.

8. Perhaps the most significant conclusion of this parallel-perceptions inquiry is the variance in responses between the Delaware and Harcum groups. These are very clearly reflected in the numerical ratings assigned to these 14 criterion elements by people in the same profession! Quite evident is the fact that these two groups differ widely in their perceptions of importance levels in determining teacher effectiveness — why?

9. Perhaps the next logical step to be explored is the assumptions which underlie the choice of these particular criteria.

Boris Blai, Jr. Ed. D.

November 1977

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- Gurney, David W., "Judging Effective Teaching", Phi Delta Kappan, June 1977. pp 774-5
Jenkins, Joseph B. & Bausell, R. Barker, "How Teachers View the Effective Teacher: Student Learning is Not the Top Criterion". Phi Delta Kappan, April 1974. pp 572-3
Mitzel, H. E., "Teacher Effectiveness", in C. W. Harris, ed. Encyclopedia of Educational Research, 3rd ed. (New York: Macmillan, 1960)

Table 1. - Mean Ratings of Teaching Effectiveness Criteria: Rank-ordered for "Delaware" Group

Criteria	Type (Mitzel Scheme)	Delaware (N = 234)	Harcum (N = 58)
1. Relationship with class (good rapport)	Process	8.31	7.50
2. Willingness to be flexible, to be direct or indirect as situation demands	Presage	6.17	7.75
3. Effectiveness in controlling his class	Process	7.88	7.55
4. Capacity to perceive the world from the student's point of view	Process	7.79	6.40
5. Personal adjustment and character	Presage	7.71	7.05
6. Influence on student's behavior	Product	7.65	6.30
7. Knowledge of subject matter and related areas	Presage	7.64	6.45
8. Ability to personalize his teaching	Process	7.63	6.50
9. Extent to which his verbal behavior in classroom is student-oriented	Process	7.27	7.35
10. Extent to which he uses inductive (discovery) methods	Process	6.95	5.90
11. Amount his students learn	Product	6.86	7.60
12. General knowledge and understanding of educational facts	Presage	6.43	7.30
13. Participation in community and professional activities	Presage	4.88	5.00
14. Years of teaching experience	Presage	3.89	4.80
Range =		3.89 - 8.31 or 4.42	4.80 - 7.75 or 2.95
14 Combined criteria mean =		7.07	6.67
Mitzel scheme Combined means:			
Process =		7.64	6.87
Product =		7.26	6.95
Presage =		6.43	6.39



HARCUM JUNIOR COLLEGE

Office of Research
IRR 77-33

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(II)

General Education Content of Harcum Programs of Study

1. In the 1977-1979 Harcum catalog the following statement appears:

"Harcum's primary purpose is to prepare students to take their chosen places in today's world equipped not only with necessary academic and career skills, but also with self and social awareness. To this end, the College offers courses in the arts and sciences which add dimensions of breadth and depth to the high school experience."

2. Harcum firmly believes that general education and education for a career are compatible; that specialized skills-vocational courses and general education (liberal arts) courses can complement each other in a broad-gauged collegiate education. The extent to which this educational philosophy is 'translated' into specific course offerings of the Behavioral Science, Business and Retail Merchandising, Humanities, and Science and Mathematics Divisions within the various curricular offerings is summarized in the attached tabulation. Divisional representation is indicated by an "x" in the appropriate space.

3. Examining Table 2, attached, it is quite apparent that the College has carefully included in virtually all curricula a core of general education consisting of course offerings in the Behavioral Science, Humanities, and Science and Math. divisions. In those few instances where all three are not 'required' courses, available electives provide the student flexibility to select courses in various areas.

4. The 'general' education' courses, expressed as a percentage of the total number of courses included in each career-oriented curriculum (defined here as each program of study from which the graduate may immediately enter employment in that occupation without further schooling), are summarized below:

Table 1:- Percentage of 'General Education' Courses in Career-oriented Curricula

Animal Center Mgt.	= 58%	Med. Lab Technician	= 100%
Animal Technician	= 95%	Medical Secretary	= 45%
Art	= 100%	Med. Technology	= 100%
Business Administration	= 45%	Optometric Technician	= 90%
Child Study	= 100%	Pre-Nursing	= 100%
Commercial Art	= 100%	Public Relations	= 50%
Dental Assistant	= 85%	Real Estate	= 15%
Dramatic Arts	= 100%	Recreational Leadership	= 100%
Exec. Secr. /Adm. Ass't	= 40%	Retail Merchandising	= 44%
Fashion Design	= 70%	Soc. Svs. /Human Svs.	= 100%
Interior Design	= 100%	Special Education	= 100%
Legal Secretarial	= 24%	Tourism/Travel	= 16%
Medical Assistant	= 55%		

5. Harcum curriculums are subject to ongoing review, and are updated periodically to reflect changes in job content in the various occupational areas for which Harcum prepares its graduates.

Boris Blai, Jr. Ed. D.
Director: Institutional Research

November 1977

Encl. Table 2

Table 2:- General Education Required Content of Harcum Curricula.

Curriculum @	Behavioral Science	Humanities	Science & Math
1. Animal Center Management *	x #	x	x
2. Animal Technician *		x	x
3. Art *	x	x	x
4. Business Administration *	x	x	x
5. Child Study *	x	x	x
6. Commercial Art *		x	x
7. Dental Assistant		x	x
8. Dramatic Arts *	x	x	x
9. Exec.Secr./Adm.Asst. *	x	x	
10. Fashion Design *	x	x	x
11. Interior Design *		x	x
12. Legal Secretarial *	x	x	
13. Liberal Arts *	x	x	x
14. Medical Assistant *	x	x	x
15. Med. Lab Technician *	x	x	x
16. Medical Secretary *	x	x	x
17. Medical Technology *	x	x	x
18. Optometric Technician *	x	x	x
19. Pre-Nursing *	x	x	x
20. Public Relations *	x	x	
21. Real Estate *	x	x	
22. Recreational Leadership *	x	x	x
23. Retail Merchandising *	x	x	x
24. Social Svs./Human Svs. *	x	x	x
25. Special Education *	x	x	x
26. Tourism/Travel *	x	x	

@ = All curricula require phys. ed.

* = Curricula offering electives

= Each 'x' represents one or more courses offered by that Division in the specified curriculum



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-34

(I)

Where Do Harcum Graduates Transfer?
(A Decade Synthesis 1967/68-1976/77)

1. It is literally impossible to obtain information from all colleges/universities which accept Harcum graduates for transfer with advanced standing. This is a known fact since information is received through alumnae surveys and other sources which reveals that some colleges/universities do not respond to Harcum inquiries regarding the transfer acceptance of Harcum graduates.
2. Therefore, the information contained in this report is a conservative under-listing of colleges/universities which have accepted Harcum graduates during this past decade. It very clearly reveals the broad spectrum of schools, nation-wide, which have accepted Harcum graduates with suitable academic records.
3. Attached is an alphabetical listing of the colleges/universities which have informed Harcum, over the past 10 years, in writing, of the specific acceptance for transfer of a Harcum graduate.
4. This report up-dates IRR 75-23. Subject: Harcum Students Transfer On.

Boris Blai, Jr. Ed. D.
Director: Institutional Research

November 1977

Encl: Report of Transfer Colleges/Universities

Colleges/Universities & Professional Schools Accepting Harcum Graduates for Transfer
1967/68-1976/77

- | | |
|---|-------------------------------------|
| 1. Abington Memorial Hospital | 42. Fairleigh-Dickinson University |
| 2. Adelphi University | 43. Fashion Inst. of Technology |
| 3. Akron University | 44. Finch College |
| 4. Alabama University | 45. Flagler College |
| 5. Albany State College | 46. Florida Bible College |
| 6. Albright College | 47. Florida International Univ. |
| 7. Allan Hancock College | 48. Florida Inst. of Technology |
| 8. Allentown Hospital | 49. Franklin College |
| 9. American University | 50. Franklin Sch. of Science & Arts |
| 10. Antioch Grad. Sch. of Ed. | |
| 11. Baylor University | 51. Geisinger Med. Center |
| 12. Beaver College | 52. Genesee State University |
| 13. Beaver Coll. of Grad. Studies | 53. George Mason University |
| 14. Bethany College | 54. George Washington University |
| 15. Boston University | 55. Geneva College |
| 16. Briarcliff College | 56. Georgia State University |
| 17. Bridgeport University | 57. Glassboro State College |
| 18. Brown University | 58. Gordon College |
| 19. Bryn Mawr College | 59. Green Mountain College |
| 20. Bryn Mawr Grad. Sch. of Soc. Work | 60. Gwynedd Mercy College |
| 21. Cabrini College | 61. Hartford University |
| 22. California State College | 62. Hillsdale College |
| 23. Cedar Crest College | 63. Hofstra University |
| 24. Central State University | 64. Holy Family College |
| 25. Centenary College | 65. Hood College |
| 26. Chestnut Hill College | 66. Hunter College |
| 27. Cheyney State College | 67. Immaculata College |
| 28. Colby College | 68. Indiana University |
| 29. Colorado Mountain College | 69. Ithaca College |
| 30. College Misericordia | |
| 31. C. W. Post | 70. Jefferson Med. School |
| 32. Curry College | 71. Jersey City State College |
| 33. College of White Plains | 72. Juniata College |
| 34. College of William & Mary | |
| 35. Delaware Valley Coll. of Sci. & Agri. | 73. Keane College of N. J. |
| 36. Douglass College | 74. Keene State College |
| 37. Drexel University | 75. Kutztown State College |
| 38. Eastern College | 76. La Salle College |
| 39. Eckerd College | 77. Lesley College |
| 40. Elizabethtown College | 78. Lehigh University |
| 41. Emerson College | 79. Lewis & Clark College |
| | 80. Louisiana State Univ. |
| | 81. Long Island Univ. |
| | 82. Los Angeles City College |
| | 83. Lowell State College |
| | 84. Lynchburg College |

85. McGill University
86. Macalaster College
87. Madison College
88. Maryhurst College
89. Marymount College of Va.
90. Marymount Manhattan College
91. Marywood College
92. Mercyhurst College
93. Miami Christian College
94. Midwestern State University
95. Millersville State College
96. Millsops College
97. Monmouth College
98. Moore College of Art
99. Muhlenberg Hsp. Sch. of Nursing
100. Mundelein College
101. Nazareth Coll. of Rochester
102. Newark State College
103. New Hampshire College
104. New Mexico Highlands Univ.
105. Northeastern Univ.
106. Ohio University
107. Orange Mem. Sch. of Nursing
108. Orange Coast College
109. Oswego University
110. Ottawa University
111. Our Lady of Angels College
112. Penna. Academy of Fine Arts
113. Penna. State Univ.
114. Pfeiffer College
115. Phila. Coll. of Text. & Science
116. Plymouth State College
117. Quinnipiac College
118. Richmond College: N. Y.
119. Rider College
120. Rochester Inst. of Technology
121. Rosary Hill College
122. Rosemont College
123. Rutgers University
124. St. Francis College
125. St. Joseph's College
126. St. Mary's College
127. Salem College
128. Salisbury State College
129. Seton Hall University
130. Shippensburg State College
131. Slippery Rock State College
132. Simmons College
133. State Univ. Coll. -Brockport
134. State Univ. of N. Y. -at Morrisville
135. Stephens College
136. St. Agnes Sch. of Nursing
137. St. Mary's College
138. St. Rose College
139. Stockton State College
140. Stout State University
141. Syracuse University
142. Temple University
143. Texas Wesleyan College
144. Thiel College
145. Towson State College
146. Trenton State College
147. Trinity College
148. Triton College
149. Trocaire College
150. Univ. of Calif., L. A.
151. Univ. State College at Cortland
152. Univ. of Colorado
153. Univ. of Dayton
154. Univ. of Delaware
155. Univ. of Hartford
156. Univ. of Maryland
157. Univ. of Massachusetts
158. Univ. of Miami
159. Univ. of Michigan
160. Univ. of New Hampshire
161. Univ. of New Haven
162. Univ. of New Mexico
163. Univ. of North Florida
164. Univ. of Penna.
165. Univ. of Rhode Island
166. Univ. of Southern California
167. Univ. of Santa Clara
168. Univ. of Southeastern Louisiana
169. Univ. of Southwestern Louisiana
170. Univ. of Southern Mississippi
171. Univ. of St. Thomas
172. Univ. of Tampa
173. Univ. of Texas
174. Univ. of Vermont
175. Univ. of Washington
176. Univ. of Wisconsin
177. U. S. International Univ.

178. Villa Julia College
179. Villanova University
180. Virginia Commonwealth Univ.
181. Virginia Wesleyan University
182. Wagner College
183. Waynesburg College
184. West Chester State College
185. Western Michigan Univ.
186. Western New England College
187. West Virginia University
188. Widener College
189. Wilkes College
190. Wm. Patterson Coll. of N. J.
191. Wilmington College
192. Warren Wilson College
193. Wurweiler Sch. of Social Work
194. York College of Pa.

1977

RESEARCH OFFICE
PUBLISHED ARTICLES ABSTRACTS
(1973 - 1977)

Relevant Research/Relevant Education:
Partners in Student Learning

(IRR 77-35)

Prepared by
Office of Research
Harcum Junior College
Bryn Mawr, Pennsylvania 19010

(IRR 77-35)

Prepared by
Office of Research
Harcum Junior College
Bryn Mawr, Pennsylvania 19010

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HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-35

(VIII)

Introduction

During the period 1973-1977, the Office of Research prepared some 54 articles which were published in 21 professional journals. Abstracts of these articles are the subject of this compilation. A limited number of the original reports are available. For single, complimentary copies, please address requests to the undersigned.

This IRReport updates IRR 73-23 which abstracts the 75 articles prepared by the Office of Research published in 19 professional journals during the decade 1964-1973. Unless other wise noted, throughout this report all quotations are drawn from the original articles abstracted herein.

This compilation will acquaint readers with various Harcum institutional research inquiries prepared to:

- (1) help ascertain the educational effectiveness of the various academic and academic-collateral programs which comprise the College's total educational effort, and
- (2) make a research contribution to educational knowledge and information.

The journals which published these articles include:

- | | |
|--|---|
| 1. Catalog of Selected Documents in Psychology | 11. Instructional Media & Technology |
| 2. College Student Journal | 12. Jr. College Research Quarterly |
| 3. College Student Personnel Abstracts | 13. New Directions for Community Colleges |
| 4. Community College Research:ETS | 14. N. Y. State Dept. of Education Journal |
| 5. Community College Review | 15. Proceedings 32nd Conv. Penna. Assoc. of Two-year colleges |
| 6. ERIC-Resources in Education | 16. Psychology-A Journal of Human Behavior |
| 7. Florida Vocational Journal | 17. Role of Inst. Research: 3rd Conf. NEAIR |
| 8. Improving College & Univ. Teaching | 18. Scientia Paedagogica Experimentalis (Belgium) |
| 9. Intern'l Jnl. of Career & Cont. Ed. | 19. The CEDR Quarterly |
| 10. Intern'l Jnl. of Ed. Media: A Professional's Resource (Book) | 20. The Jnl. of Nat'l Assoc. of Women Deans |
| | 21. WOMEN Studies Abstracts |

Boris Blai, Jr. Ed. D.
Director: Institutional Research

January 1978

I - Student Characteristics and Values

(1) Values and Perceptions of Public and Private Junior College Students

"When we use attitudes and values as bases for comparing individuals within any given population, we find ourselves better able to understand both basic similarities and basic differences." (Dr. Florence Brawer, ERIC Jr. College Clearinghouse, UCLA). Some 427 Harcum students responded to a questionnaire utilizing items from Rokeach's Value Survey instrument.

Among 10 of the 18 'Social' values, there is no more than a 2-rank spread between valuation of these two groups (i.e. the Harcum sample and 1545 students enrolled at 3 community colleges in California).

Among the so-called 'terminal' values (i.e. "desired end-states of existence") a close matching in ranking patterns for the 18 'terminal' values existed between the two groups; both selected the same top-4 values and bottom-3 values, with only minor inversions among the others.

(2) Students At A Private College

Although different on some measures, students in private two-year colleges often resemble their public-college counterparts, as revealed by a number of comparative studies discussed in this article.

(3) An In-Depth Evaluation of Harcum By '74 Graduates

Some 46% of Harcum '74 graduates responded, anonymously to a detailed questionnaire regarding Harcum programs, services, and activities. In summary - their responses very consistently suggest that other than a few, isolated items, these graduates top-rated Harcum as offering 'quality' educational opportunities.

(4) Mixed Dominance and Learning Conflict Among Left-Handed Male Collegians

This study, supported by a generous grant from the Sigmund Miller Memorial Foundation, Harrisburg, Pa., replicates a prior pilot study which investigated the hypothesis that it is mixed-dominance among left-handers; e.g., left-handedness and right eye and/or foot dominance, that is associated with academic learning difficulties among such individuals, rather than the generally-held notion that such difficulties stem only from the fact that they happen to be left-handed in a 'right-handed' world.

Both this study and the previous one yielded results supportive, i.e., in the 'right' direction, of the basic hypothesis suggesting that further exploratory inquiries might prove fruitful. Further research into this dimension of learning-conflict problems is recommended.

(5) *ibid*: in Scientia Paedagogica Experimentalis (Belgium) (please see (4) above.)

(6) Today's Women Students: New Outlooks!

A parallel-perceptions questionnaire among some 215 Harcum freshmen and several multi-purpose surveys among women at nine selective, 4-year, liberal arts colleges, revealed a diversity of preferences and life-values. Among Harcum freshmen, most of whom are in career-related programs, far fewer expressed uncertainty regarding their 15-year goal projections. The career-thrust of Harcum's curricula is reflected also in a greater number of Harcum students selecting 'career' goals; some 89% versus 35% for the others.

(7) Student Attitudes Regarding Harcum Learning Environment

Describes the use of the Assessment of Student Attitudes instrument to which 258 Harcum students responded. Replies were received from students enrolled in 16 different curricula relating to their attitudes in four areas: Toward Education in General; Toward College Curriculum; Toward School Resources; and Toward School Counseling.

The most positive attitudes were expressed regarding Curriculum (62%) followed by Education in General (60%); School Resources (56%); and School Counseling (48%).

(8) Harcum Freshmen Self-Evaluate Their Preparation for College

"After completing one semester at HJC, 272 freshmen (73% of the class) responded, anonymously, to a questionnaire designed to identify areas in which they believed that their high school preparation had been insufficient to enable them to cope effectively with college study and living, and to understand their own motivations and aspirations.".....

"Insufficient preparation in various academic skills areas was the most frequently mentioned, followed closely by vocational information deficiencies. The least expressed concerns were for 'social' items."

(9) ibid. (please see (8) above)

(10) ibid. (please see (8) above)

(11) Does Enjoyment Accompany Learning?

"The subject of this report raises other tantalizing questions: Should education be an enjoyable experience? Do students believe they learn better if they are enjoying the learning process?"

Some 371 Harcum students responded to a questionnaire, anonymously. Their 'preferred' learning modes, rank-ordered, were: class discussion, lectures, field trips, movies, readings, independent study, and non-class rap sessions. In terms of 'enjoyment' their rank-ordered modes were: field trips, movies, class discussions, independent study, non-class rap sessions, readings, and lectures.

"A number of teaching-learning techniques are perceived by these respondents to be either a preferred mode of learning and/or preferred enjoyment value. Clearly, a variety of teaching techniques is the expressed group preference of these students. This offers a stimulating challenge to faculty members.

(12) A Decade of Feedback Information From Harcum Graduates: 1968-1977

This report highlights a series of follow-up inquiries among Harcum graduates in which various dimensions of college operations and outcomes are assessed.

"This decade report does suggest one general conclusion: in the main, when the College is 'tested' by its products, i.e., the articulation of its graduates into the community at large, it has evidenced a record of effective results."

II- Faculty Characteristics and Views

(1) Values and Perceptions of a Private Junior College Faculty, Community College Faculties, and Students

Values are important to the formulation of personality, which affects perceptions and the roles assumed by people within a given environment. The data generated in this parallel-perceptions study utilized two questionnaires: Rokeach's Value Survey and the Staff Study, developed by Cohen & Brawes, ERIC Jr. College Clearinghouse, UCLA.

This detailed, in-depth inquiry revealed that among the samples of 271 faculty/staff personnel and 1304 students at 2-year colleges, their most-and-least prepotent value perceptions reveal a close clustering of life-style value perceptions in their expressed desired modes of 'social' and 'professional' conduct. Among the Harcum sample there appears to be far less "institutional isolation" or "institutional rejection" than among the 3 public community college faculties.

(2) Student 'Thinking' and 'Good Teaching'

"Teaching at best is a difficult task, rewarding but far from easy. Experts have not as yet reached consensus as to what constitutes good teaching. What one group of theorists say is good, another group disputes."

This survey reports on the opinions on several samples of students regarding instructors who have made them "Think". The unanimity among some 690 respondents certainly suggests that students quite consistently perceive the same teacher characteristics as being those qualities of "greatest impact": 1st - Expert knowledge of subject; 2nd-Ability to stimulate student interest; 3rd - Enthusiastic attitude toward subject.

(3) Effective College Teaching Facilitates Student Thinking (please see (2) above)

(4) What Makes a Good Junior College Teacher?

A parallel-perceptions series of surveys among some 838 students revealed that at least three quarters of each sample queried opt for the same 5 characteristics of the "better" teacher and less than one-quarter of each sample group valued the same 5 characteristics of the "better teacher" as being important. Such unanimity appears to suggest that student-learners consistently seek the same teaching 'outcomes'.

(5) Poor Academic Performance - Why?

"Talent loss or waste due to academic failure has been one of the critical problems in American education." A questionnaire survey among Harcum faculty paralleling one conducted at Frostburg State College revealed that both faculties top-ranked "Not able to synthesize factual and conceptual principles" as a characteristic contributing to poor academic performance, followed by "not able to apply principles in analogous situations."

(6) ibid (please see (5) above)

(7) Anxiety Indices Among Harcum Faculty

"Most educators agree that teacher 'personality' and mental health, as they are reflected in classroom behavior, are matters of professional importance.".....

"Although these self-assessed survey reports lack validation against other indices of anxiety, they do suggest that substantial numbers of teachers do experience strain, tension, or anxiety in the class."

In response to a 23-item questionnaire some 70% of the faculty expressed a 'low' level of anxiety, particularly when compared with the national sample rates noted in this article.

(8) Faculty Guidance/Counseling Activities

A decade follow-up inquiry among 50 'small' junior colleges in Northeastern United States to compare current and former practices, noting similarities and contrasts.

"The major shifts evident over this past decade include:

- (1) a sharp increase in the lower number range of interviews each academic year: up from 10% to 84%
- (2) a sharp increase in numbers who rate their services 'less-than-good': from 17% to 36%."

III - College Characteristics

(1) Harcum Educational Outcomes

During 1972 a number of follow-up surveys and other related studies revealed a set of facts which clearly suggest that "Harcum has been accomplishing, in substantial measure, what it set out to achieve:- to help young women prepare themselves, both academically and as social beings, to become community-oriented adults who will - with reasonable expectation - function effectively in a socially-complex environment."

(2) "Total" Learning/Development at Harcum Junior College

"Harcum believes that education-and-learning embraces acquiring knowledge of ideas, and that training-and-learning is concerned with the acquisition of vocational skills. As a matter of affirmative policy, the College is committed to both the education and training of students, for these two dimensions of total learning are not mutually exclusive."

"Over the last decade, the College has developed into a viable learning center for young women, offering them humanized, career-oriented educational options. Total student development, not alone academic growth, has been the keystone of Harcum's educational philosophy and practice!

(3) Description of an Experiment in the Conception of Learning-Development at Harcum Junior College

(please see (2) above)

(4) Non-Traditional Instructional Media

"Three pilot inquiries relating to non-traditional instructional media 'treatments' evidenced only one- roommate impact - having statistically significant differences associated with learning as reflected in earned college-level-grade-point averages. Size of dormitory populations, and differing parietal treatments did not yield statistically significant differences."

(5) Parietals and Academic Achievement at Harcum

Examining statistically, the year-end grade point averages for 50 randomly selected 'open' dorm and 50 'closed' dorm freshmen, by applying the t-ratio to the data revealed a difference not statistically significant. Although the average for those residing in the 'closed' dorms (2.6) was slightly higher than that for the 'open' dorms (2.5), the difference might well reflect chance variations alone - and may not, reliably, be associated with differences in environmental 'press'.

(6) Library Circulations: 1969-70 through 1973-74

A records analysis reveals a generally stable pattern of percentage usage throughout these 5 academic years within the 13 classifications of books. On the average, 9637 books were circulated annually - a very substantial 'usage' rate of 17 volumes per student per year.

(7) Guidance and Counseling in a Two-Year College

Discusses broadly the rationale for organized guidance and counseling services and presents a brief, overview statement of Harcum's guidance-counseling philosophy and practices.

(8) Counseling for 'Total' Student Development

"Harcum Junior College is a student-oriented college whose logo - "The College That Cares and Prepares" does mirror its educational philosophy and practices.

In the words of Harcum's president, Dr. Michael A. Duzy, Harcum's logo..."covers succinctly the Harcum commitment to her students." The College has but one primary goal -- to help improve the quality of life for all who choose to attend Harcum."

(9) Harcum's Peer Resource Program

This article discusses Harcum's program in terms of specific guidance goals sought through students helping other students. In very practical terms, as stated by one PRP student - "a student who may need one of the services can use them without anyone bugging her about her name, etc. - they are concerned with that student's well-being."

IV. - Miscellaneous Subjects

(1) Art Education - Means or End?

This pilot study, supported by a grant from the Spencer Foundation, Chicago Illinois, was designed to investigate, empirically, the views of Sir Herbert Read relating to art education. The results of this pilot investigation among 28 Harcum students indicated statistically significant differential-gains for those students enrolled in the Visual Arts curriculum. Further study, through replications at various schooling levels might well be fruitful.

(2) Job Satisfaction and Work Values for Women

Why do women work? Their work values are widely disparate from those stressed by men. They have a high need for their work to provide opportunity for "Mastery-Achievement." The second major job satisfaction (work value) women seek from their work is the fulfillment of their Social Needs. Interesting Activity is the next prepotent need followed by Independence, Economic values, Dominance-Recognition, Self-Actualization, and finally Social Service (the need for nurturance; to help others, particularly those in less fortunate circumstances.)

(3) Harcum Boosters, All!

Among a total of 650 applicants for September 1974 enrollment some 39% indicated that high school counselors were the source from whom they first learned of Harcum. This was followed by 16% for Friends and Relatives; 7% from Veterinary doctors and/or AVMA; 6% magazine ads; 5% from Junior College Directories.

As this report indicates: - "A significant fact to be noted is the very consistent, and stable distribution pattern for the three years analyzed."

(4) Who is Emotionally Mature?

"Emotional maturity is a measure of the degree to which the individual is encouraged to exercise choices; the greater such exercise of choice, the greater the degree of emotional maturity." The principal components of emotional maturity include: Set Priorities; Go Easy With Criticism; Maintain Perspective; Be Sensible; Talk it Out, Control Anger; Respond to Others; Take Charge; Be Generous; Escape for Awhile; Give in Occasionally.

The emotionally mature are reasonably content individuals who have developed a healthy capacity to relate to each other. In their outlook they recognize their own fallibilities and accept the real world for what it is - both good and bad; pleasant and unpleasant; nice and ugly; hostile and friendly - even happy and sad!

(5) Is it Really A Better Technique?

A discussion of an adoption of a general statistical procedure called the Median Test utilized to determine the reliability of measured group comparisons. It is easy to compute and it requires only two basic assumptions - that both groups are compared by the same measure, and that the two groups are, in fact, separate groups - not the same group measured before and after an experimental 'treatment'.

(6) Will Independent Junior Colleges Survive?

This essay reviews the current status of private, independent junior colleges in the United States. It concludes that they will continue to be an integral and significant part of the two-year college movement if they are committed to institutional purposes which go beyond competition with public two-year colleges.

(7) "F" & "I" Grade Patterns; 1969/70 to 1974/75

A records analysis revealed that the Harcum grading pattern for 'deficiency' grades revealed substantial stability. Past studies suggested that both student and faculty characteristics contributed to this pattern of similarities.

(8) Why Educational Research?

Discusses the purposes (values) of educational research and concludes - "that through educational Research an increasing number of educational institutions are learning to find ways and means of identifying and analyzing some of their problems - of knowing themselves better - in order that they may improve their programs, and plan intelligently for the future.

(9) Will Independent Junior Colleges Survive?

(please see (6) above)

(10) Some Biochemical Correlates of Academic Performance

A study among 332 Harcum students revealed a statistically significant difference in the cumulative averages earned by those students eating less than two regular meals daily and those eating two or three meals daily. Many variables in determining the exact nutritional intake of students prevents generalizations from these results, but further study of collegiate nutrition and academic achievement might be fruitful.

(11) ibid

(please see (10) above)

(12) Career Education and Job Satisfaction

If what individuals hope for in employment differs greatly from what successful people in that occupation consider the principal psychological needs satisfied by their jobs, chances for job satisfaction are dimmed. One way to predict job satisfaction is described in this article. It could be useful for vocational counselors and job placement specialists.

(13) Employer-based Evaluations of Harcum Programs

This article describes a follow-up among 51 employers of Harcum graduates in seven different programs of study. The use of such empirical evidence in an evaluation plan is predicated on the assumption that quality of preparation for employment is a key element of occupational program evaluation.

(14) Institutional Research and Management Planning

This article discusses the specific contribution that institutional research can offer in the on-going process of management planning, and how it serves management and faculty at Harcum. "In brief - as an integral part of its total effort, Harcum is actively engaged in on-going self-evaluation and management planning. One goal - a better Harcum - is our common-purpose target; a Harcum in which students are stimulated to find more, and better, opportunities to learn."

(15) ibid. (please see (14) above)

(16) Job Hunt Effectively - You Can!

Describes a ----"systematic question-and-answer plan for effective job-hunting."

"The best advice with which we can begin is to point out that the job hunt is the hardest job that anyone ever faces. So, pray as though everything depended on God; work as though everything depended on you." (Richard N. Bolles)

(17) Employer-based Evaluations of Harcum Programs
(please see (13) above)

(18) Harcum Junior College: Self-Assessment Reports - 1975

"The 31 documents included in this compilation of HJC institutional research inquiries are designed to assess existing college goals and practices, and provides suggestions for new programs. The documents, grouped under eight subject rubrics, reflects some of the current concerns of private women's two-year colleges.

(19) Institutional Research and Management Challenges

Discusses the staff-service role of institutional research in which it collects, analyzes, interprets, and reports information relating to all aspects of the organization's functions. "In short - to avoid the twin pitfalls of complacency and misdirection, on-going institutional self-study and long-range planning are management practices essential to meet the challenges of the future!"

(20) Management and Research: An Essential Partnership?

This article discusses the essential relationship between effective institutional research and management practices, the former being a staff-service whose primary function is to 'close' information gaps. Harcum's institutional research program is discussed.

"Numerous management specialists have suggested that education, like industry, should ask many searching questions of itself. It is particularly important to recognize the need for, and the involvement of, teaching and administrative faculty in on-going, self-evaluation designed to improve college operations is as great in the two-year college as it is in the four-year institution."

(21) Implementing Institutional Research Findings

"Tremendous variations exist in the extent to which, in actual practice, IR findings are synthesized and utilized in management decision making - why?" Reasons for this 'uneven' application of IR are discussed.

"As researchers, we do not make those very difficult decisions which commit the institution to a course of action. Nor are we, in any sense, a substitute for the very demanding administrative function of reaching sound decisions. We serve as staff-service agents for line executive management - to generate information which will, potentially, help them in reaching decisions. Understanding and living within this framework of basic responsibilities, is absolutely essential to any successful IR effort!"

(22) The 5 W's of Evaluation

"Today a new emphasis upon evaluation exists in higher education.... Two widespread developments support the claim that today a new emphasis upon evaluation exists in higher education. There are now in excess of 200 post-secondary schools using some form of competency-based education... the second prevalent trend is the growth of so-called 'contract' learning."

This document abstracts from the monograph - "Improving & Assessing Performance: Evaluation in Higher Education" (Hodgkinson, Hurst, Levine. Center For Research & Development in Higher Education. Univ. of California. Berkeley. 1975), describing a question-asking model, or scheme, which is central to effective evaluation.

(23) Counseling Hints

Practical suggestions are offered for the structuring and conduct of counseling-advisement interviews: the four basic steps of the counseling situation including: (1) Establish rapport; (2) Identify the problem; (3) Arrive at a course of action, - and (4) Follow-up and evaluate.

"The individual guidance of students to accept realistic and reasonable standards of (1) personal conduct; (2) academic achievement, and (3) self acceptance, is an on-going major responsibility which is shared by all faculty and staff members-collectively!"

(24) Implementing Institutional Research Findings

(please see (21) above)

(25) Institutional Research and Management Challenges

(please see (21) above)



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-36

(III)

Harcum Faculty Attitudes: Innovation Readiness (A parallel-perceptions inquiry)

1. To what extent are the Harcum faculty, as evidenced by self-evaluation, in a state of readiness for professional innovation? Five years ago this question was asked in connection with a parallel-perceptions survey among Harcum faculty and the faculty of Harrisburg Area Community College. (The 12 items of inquiry in this questionnaire survey are used with the permission of, and are drawn from Research Report No. 9 - Faculty Readiness for Innovation: A Case Study, by Dr. Clyde E. Block, Dr. Fred Snyder and Malcolm D. Hill, Harrisburg Area Community College, 1971).

2. In the Fall of 1977 some 83% of the Harcum faculty responded to the questionnaire; in 1970 some 84% responded. The 12 items in the questionnaire include 5 areas of concern. The respondents were asked to select from the following five statements the one which best described their opinions of the questionnaire items.

1= strongly agree
2= mildly agree

3= neutral

4= mildly disagree
5= strongly disagree

3. For the first 10 items in the questionnaire, responses could be viewed as ranging on a continuum from - "Acceptance of innovation" to Orientation to traditionalism". The last two questionnaire items furnished information regarding faculty feelings toward their backgrounds for, and college support, for instructional research. Responses to the questionnaire items, which are grouped into categories, are noted in the following paragraphs, the 1970 responses being the percentages listed in parentheses.

Student Behavior and Role

#1 - "All things considered, student dissent on college campuses has served a constructive function for both students and faculty."

Percent of Responses*

Acceptance of Innovation

Agree = (80%)
= 63%

Orientation to Traditionalism

Disagree = (7%)
= 29%

* The percentages are derived by computing the total number of responses from the two scale categories at the appropriate end of the five-item scale being divided by the total number of responses to all five scale categories for the particular statement. (For example, the (80%) 'agree' was derived by totaling the number of scale 1 and scale 2 responses - i.e., "strongly agree" and "mildly agree", and dividing this total by the total number of responses to the five scale items).

#2 - "The only limitations on student dress should be those specifically related to matters of hygiene and health."

<u>Percent of Responses</u>	
<u>Acceptance of Innovation</u>	<u>Orientation to Traditionalism</u>
Agree = (54%)	Disagree = (40%)
= 46%	= 58%

#3 - "Students should be encouraged to participate on virtually all college committees."

<u>Percent of Responses</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (71%)	Disagree = (25%)
= 63%	= 17%

In scanning the above responses it is evident that the 1977 responses consistently reveal a greater degree of Orientation to Traditionalism and a lesser degree of Acceptance of Innovation than did the 1970 responses. However, with only one exception, more than half of the respondents in both 1977 and 1970 expressed "Acceptance of Innovation", whereas in only one instance (Harcum 1977 responses to item #2) did more than half evidence "Orientation to Traditionalism".

4. If the percentage responses are listed in descending order (below) it is clearly evident that 5 of the top-6 are "Innovative" responses whereas "Traditionalism" responses are 5 among the 6 least responses.

(80%)	Innovation	46%	Innovation
(71%)	"	40%	Traditional
63%	"	29%	"
63%	"	(25%)	"
58%	Traditional	17%	"
(54%)	Innovation	(7%)	"

5. It is therefore concluded that in the dimensions of Student Behavior and Role as delimited in these surveys, both the 1977 and 1970 respondents preponderantly incline toward "Acceptance of Innovation", with an average response by 63% whereas only an average of 29% opt for traditionalism. This may be stated as a ratio of 2 to 1 favor "Innovation".

Administration and Policy

#4 - "All things being equal, college administration are in the best position to make decisions about college policy"

<u>Percent of Response</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (43%)	Disagree = (54%)
= 38%	= 58%

- #5 - "The present method of evaluating student performance through letter or numerical grades is probably the best one currently available."

<u>Percent of Response</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (40%)	Disagree = (50%)
= 79%	= 17%

6. In assessing the extent to which these faculties accept traditional authority and practice as compared with a desire to depart from traditional modes, the 1977 group expresses a higher degree of "Orientation to Traditionalism". However, far fewer of the 1977 respondents express traditional grades practices acceptance as being... "the best one currently available". The average innovation index for the 1977 group is 59%; for the 1970 group 42%.

Educational Programs and Services

- #6 - "With respect to special services for disadvantages students, the administration should seek out students within the community, even if money and programs must be specially sought to meet the need."

<u>Percent of Response</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (70%)	Disagree = (69%)
= 46%	= 33%

- #7 - "The college should provide community leadership in such areas of social change as civil rights, housing, equal employment, and social services."

<u>Percent of Response</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (57%)	Disagree = (9%)
= 58%	= 29%

- #8 - "Non-degree programs in continuing education should be expended to meet the desires of the community."

<u>Percent of Response</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (89%)	Disagree = (7%)
= 100%	= 0%

- #9 - "The goals of education for community college students should focus primarily upon preparation for employment and American cultures and traditions."

<u>Percent of Response</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (50%)	Disagree = (32%)
= 67%	= 33%

- #10 - "The role of the instructor at the junior college should include research and development about the techniques and outcomes of teaching."

<u>Percent of Response</u>	
<u>Acceptance</u>	<u>Traditional</u>
Agree = (50%)	Disagree = (25%)
= 79%	= 13%

A majority of both groups expressed preference for innovation within this area.

8. Comparing the average innovative responses for the three broad categories, (below)- the highest level of "Acceptance of Innovation" exists in the Educational Programs and Services area, followed closely by the responses in the other two areas. It is further noted that at least a majority of the 1977 respondents opt for innovation, whereas the 1970 group express such views only in the Educational Programs and Services area.

	1977	1970
1. Educational Program and Services	70%	63%
2. Student Behavior and Role	63%	29%
3. Administration and Policy	59%	42%

Instructional Research

The last two statements on the questionnaire relate to college support for and personal preparation for instructional research, revealing an additional dimension relating to degrees of faculty readiness for innovation. These two were not rated on the innovative versus traditional dimension. They were considered rather as "favorable" or "unfavorable" conditions for instructional research.

#11 - "There is adequate professional support (released time, professional consultation, etc.) for instructional research at HJC."

	<u>Percent of Response</u>	
<u>Favorable</u>		<u>Unfavorable</u>
Agree = (7%)		Disagree = (25%)
= 13%		= 71%

10. A far greater proportion of the 1977 respondents consider instructional research conditions "unfavorable" than did the 1970 group. However, a higher percentage were also "favorably" inclined. Only 16% of the 1977 were "neutral" whereas 68% of the 1970 group were "neutral".

#12 - "Nothing in my past education prepares me for instructional research as noted in #10 and #11 above."

	<u>Percent of Response</u>	
Disagree = (57%)		Agree = (25%)
= 21%		= 75%

11. Among the 1977 respondents, a far greater percentage agrees than among the 1970 group, and conversely, far less of the 1977 group disagree than did the 1970 group. The responses to items #10, 11 and 12 indicate that among the 1977 group large percentages believe that instructors should be involved in teaching research and development; insufficient professional support for instructional research exists, and that nothing in their past education prepares them for instructional research.

12. "While the two-year college must continue to depend upon universities and research centers for significant basic research and development, it must maintain its ability to apply research findings in a manner which is consistent with developing its unique educational mission." (Blocker, C. E. "Are our faculties competent?" Junior College Journal, 1965, 36, 4, 12-17)



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-37

(III)

Faculty-Assessed Bases for Assigning 'Deficiency' Grades

1. Seven years ago, as part of a procedure for interviewing students who were assigned "D" and "F" mid-term progress report grades, the faculty indicated on the Academic Counseling Form which of 5 forced-choice reasons and/or a 6th "Other", open-ended write-in reason, formed the bases for assignments of these grades.

2. During November 1977, faculty were once again surveyed, anonymously, and invited to indicate which among these reasons they utilized in arriving at a decision to assign either a "D" or "NC" grade. Some 60% responded and their collective assessments are summarized in Table 1; the responses of the 1970 group being included in parentheses, and rankings applying to the 1977 group of respondents.

Table 1:- 'Deficiency' Grades Elements

Element	1977	1970
1st - Poor test and exam scores	100%	32% (1st)
2nd - Does not complete assignments	87%	10% (4th)
3rd - Does not attend class sufficiently	75%	16% (2nd)
4th - Does not prepare written assignments	57%	6% (5th)
5th - Does not participate in class discussions	13%	12% (3rd)

3. In scanning Table 1, it is noted that with the exception of the first element - "Poor Test and Exam scores", all other rankings do not correspond for these assessments which span a seven-year interval. This, of course, could reflect differences in the students' performance in 1977 and 1970, as well as shifting emphases on the part of faculty members of the element they considered in assigning 'deficiency' grades.

4. In addition to the elements noted in Table 1, the following individual reasons for assignments of deficiency grades were write-in statements.

<u>1977</u>	<u>1970</u>
1. Student shows no interest or concern in their grades & never come for help.	1. Finds course too difficult
2. Deficiency in lab skills	2. Poor preparation
3. General attitude for business world.	3. Poor attitude
4. Does not study the text or notes	4. Poor work
5. Student does not try; leaves lab too early; does not seek help in course; shows disinterest in assignments.	5. Poor study skills & habits
	6. Psychological adjustment problem
	7. Lazy
	8. Does not wish to be in college

1977

1970

- | | |
|--|---|
| 6. Foreign student with insufficient English skills; background so poor that it is impossible to compensate or remediate | 9. Language-communication
10. Dishonesty
11. High school preparation not adequate |
|--|---|

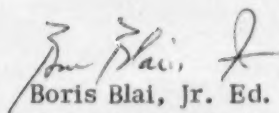
5. Although different words were selected, in reading through these individual comments it is quite evident that the same elements appear in both lists; poor attitudes, preparation, work and motivation.

6. It is of particular interest to note that Choi (1973), (as quoted in IRR75-13, "Poor Academic Performance-Why?"), in the Implications section of his study offers very cogent comments which are equally applicable to this parallel-perceptions inquiry. Abstracts from this in-depth study are quoted:

"1. The most effective way for salvaging academic failures is dependent upon faculty who really can motivate students. Developing and employing innovative instructional techniques could aid student motivation. Also, as the Carnegie Commission on Higher Education recommended in its final report entitled Priorities for Action, there is a need by faculty to reaffirm their responsibility for providing inspiring teaching. Through this teaching students can experience success. Initial success, in many instances, is the basis for further success.....

Mandating regular class attendance appears to be another necessity. Since the faculty opines that regular class attendance is important to student achievement, mandatory class attendance possibly may result in a poor performing student mastering content and intellectual processes."

"2. Forcing those students who lack motivation into acquiring self-discipline through frequent self-examination of their performance would seem an effective means of changing behavioral patterns as opposed to the popular counseling theory that emphasizes a non-directive approach."



Boris Blai, Jr. Ed. D.

Director: Institutional Research

November 1977

Reference

Choi, Jae W. and Malek, Joseph F. "Faculty Perception of Poor Academic Performance of Students in Lower Level College Courses." Office of Institutional Research, Frostburg State College, Frostburg, Md. September 1973



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-38

(II)

Trends in Harcum Grading Practices (A Decade Synthesis: 1967/1977)

1. Over the past academic decade members of the Harcum faculty have been invited, on four occasions, to respond to a brief questionnaire relating to their current grading practices. In November of 1977, the faculty was again asked to respond. The following paragraphs summarize the results. The numbers in parentheses reflect the averages of the responses given in the past four surveys; the other numbers are responses for 1977. Between 70 and 75% of the faculty responded to the prior questionnaires; in 1977 some 60% responded.

2. "Which of the following do you utilize in assigning course grades?"

Numbers alone	=	24% (9%)	Range: 7-24%
Letters alone	=	24% (24%)	Range: 9-29%
Combination of above	=	52% (67%)	Range: 52-82%

Other:

- (1) Attendance and participation
- (2) USO

3. "Do you assign course grades on the basis of:"

(a) A curve?	=	4% (10%)	Range: 4-17%
(b) Numbers alone	=	36% (22%)	Range: 11-36%
(c) Letters alone	=	12% (7%)	Range: 0-14%
(d) Combination of (b) & (c) above	=	28% (34%)	Range: 27-29%
(e) Combination of (a), (b), (c) above	=	12% (14%)	Range: 6-43%
(f) Other			

- (1) Class work & (b), (c) above
- (2) Class participation & (b), (c) above
- (3) Combination of (a), (b) above
- (4) Class discussion
- (5) USO

In descending order of frequency of use, grades are currently assigned on the basis of:

Numbers alone	=	36% (22%)
Combination of numbers & letters	=	28% (34%)
Letters alone	=	12% (7%)
Combination of curve, numbers & letters	=	12% (14%)
Curve	=	4% (10%)

4. "Do you require assigned papers, and if so, what grades or weights do you assign to them?"

Some 88% do require papers; past average was 90%. Assigned weights range from 8-50%; past range was 5-33%. The average assigned weight was 20%; and the past average was 25%.

5. "Do you assign grades/weights to class participation, and if so, how much?"

Some 60% do; past average being 75%. Past average assigned weight was 17%; current average being 16%.

6. "Do you utilize mid-term examinations in course grade determinations, and if so, what weights do you assign?"

Approximately 40% indicated they did. Past average was 65%. However, an additional 20% indicated that unit exams were utilized, which brings the overall usage up to 60%. Weights assigned averaged 28%; past average weights was 28%.

7. "Do you utilize final examinations in course grade determinations, and if so, what weights do you assign?"

All utilize final exams. Past average weight assigned was 29%; current average weight is 25%.

8. "Are there other factors you consider in determining grades?"

- (1) Sometimes improvement shown is a factor
- (2) 80% daily production work
- (3) Attendance, homework, any evidence of critical thinking
- (4) Field work
- (5) 10% for attendance
- (6) Attitude
- (7) Weekly assignments: 20%. Weekly journal entry: 10%
- (8) Lab work & lab practicums
- (9) Lab grade includes practical exam, lab reports, lab attendance, lab performance; usually weighs 25-35% of final grade.
- (10) Shorthand-typing classes - attitude and interest which will be reflected in business world after graduation
- (11) Weekly quizzes and oral proficiency tests
- (12) Completion of course requirements in studio courses
- (13) Adequate preparation and interest and application in the laboratory
- (14) Weights of exams, papers, etc. negotiated with class, dependent on integrity of class participant and type of course
- (15) Lab practicums (16%) and another exam (12%) before cumulative final
- (16) Yes - class attendance!
- (17) A students wanting to learn the things she doesn't know-or improvement
- (18) Special projects included in final grade determination
- (19) Attitude, desire, enthusiasm, creative thinking

9. As the various ranges reported indicate, over the past academic decade there have been substantial shifts in the extent to which various factors are considered in course grade assignments. However, in the following dimensions of grading, there is evidence of very substantial stability during this 10-year period: (1) papers assignment; (2) class participation, and (3) utilization of tests, both finals and others.

10. Of particular interest is the fact that many additional performance elements - as delineated in paragraph 8 - are considered by some faculty members in arriving at grade determinations. This 'flexibility' suggests that stereotyped, rigid grading practices are not typical among this 60% sample of current faculty.

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November 1977



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-39

(II)

Program Enrollments (Academic Decade 68/69-77/78)

1. Table 1, attached, summarizes the curricula enrollments over the past academic decade. The decade enrollments ending last year, when compared with Table 1, attached, reveals the following changes.

<u>Program</u>	<u>DECREASES</u>	
	<u>Current Decade Changes</u>	<u>Last Year's Decade %</u>
Child Care	-3%	26%
Liberal Arts	-1%	5%
Education Associate	-1%	5%
Executive Secretary	-1%	4%
Dramatic Art	-.1%	.8%
<u>INCREASES</u>		
Animal Technician	+3%	10%
Art	+1%	2%
Fashion Design	+1%	.7%
Interior Design	+1%	1%
Bus. Administration	+.5%	.9%
Animal Center Mgt.	+.3%	.7%
Tourism/Travel	+.3%	.7%
Optometric Tech	+.3%	.4%
Commercial Art	+.3%	.3%
Pre-Nursing	+.1%	.9%
<u>CONSTANTS</u>		
Retail Merchandising	-	15%
General Studies	-	6%
Medical Secretary	-	4%
Legal Secretary	-	3%
Social Services	-	3%
Medical Lab. Tech.	-	3%
Medical Technology	-	2%
Recreational Leadership	-	2%

NEW PROGRAMS

Dental Assistant	(.1% of current decade enrollment)
Medical Assistant	(.06% " " ")
Special Education	(.02% " " ")

2. Scanning the above program enrollment changes, five experienced decreases this year when compared with their percentage contribution to the total enrollment of the 10-years ending last year. Ten programs experienced increases, three were constant when compared with their prior percentage contribution for the decade ending last year, and three new programs were introduced this year.

3. Examining Table 1, attached, the largest single contribution to the total enrollment these past 10 years has been the Child Study curriculum, followed by Retail Merchandising and Animal Technician. Combined, these three programs alone have contributed 51% of the total past-decade enrollment. It is of further interest to note that they also contributed the same 51% of the total enrollment for the decade ending last academic year.

4. This 'concentration' of enrollment in a few programs must be carefully watched, for it has been noted that often the introduction of a new program can lead to early 'saturation' of qualified applicants for available jobs in the field. Therefore, trite as it may sound - vigorous efforts must constantly be made to seek out new programs of study.

5. As the role of women in the American labor force becomes more diversified, timely introduction of such programs should help to attract enrollments large enough to insure the financial viability of the College.

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December 1977

TABLE 1:- Decade Curriculum Enrollments: Academic 1968-69 through 1977-78

PROGRAMS	1977 1978	1976 1977	1975 1976	1974 1975	1973 1974	1972 1973	1971 1972	1970 1971	1969 1970	1968 1969	10 yr. Total	% of 10 yr. Tot.
Child Study	62	69	68	92	106	133	212	234	211	237	1424	23% *
Ret. Mdse	110	94	85	70	58	82	108	129	121	87	942	15%
An Tech	213	197	130	147	95	59	-	-	-	-	841	13%
Gen Studies	72	31	39	18	14	9	18	45	69	57	372	6%
Lib Arts	20	19	19	26	23	39	30	23	42	39	280	4%
EdAssoc	1	3	7	9	16	12	45	48	36	41	218	4%
Med Sec	33	33	28	23	22	24	17	10	23	22	235	4%
Exec Sec	26	13	19	13	18	21	23	24	25	35	217	3%
Legal Sec	32	39	36	20	19	20	13	17	12	8	216	3%
SocServices	8	15	24	29	31	28	26	17	-	-	178	3%
MedLabTech	19	20	24	13	18	19	12	17	12	13	167	3%
Art	5	6	6	9	10	9	16	17	24	21	167	3%
Fash Des	37	36	28	19	16	9	12	10	-	-	167	3%
Med Tech	9	13	8	18	26	21	13	6	7	8	129	2%
Int Design	41	39	24	12	-	-	-	-	-	-	116	2%
Recr Ldrsp.	2	8	10	7	13	15	14	8	13	12	102	2%
Tour/Trav	44	23	13	5	1	-	-	-	-	-	85	1%
Para in Ed	-	-	-	-	-	4	8	9	27	30	78	1%
AnCtrMgt	34	23	13	6	-	-	-	-	-	-	76	1%
PreNurs	15	19	18	11	4	2	-	-	-	-	69	1%
Bus Adm	16	21	18	11	3	-	-	-	-	-	69	1%
Dram Art	3	2	3	4	6	3	11	6	7	2	47	.7%
OptomTech	17	16	9	2	-	-	-	-	-	-	44	.7%
Bus Educ	-	-	2	6	7	8	6	7	4	2	42	.7%
CommArt	19	13	3	-	-	-	-	-	-	-	35	.6%
Lib Aide	-	-	-	-	-	1	3	2	4	2	12	.2%
PR	3	-	-	-	2	3	-	-	-	-	8	.1%
Dental Asst	7	-	-	-	-	-	-	-	-	-	7	.1%
Med Asst	4	-	-	-	-	-	-	-	-	-	4	.06%
PrePhar	-	-	1	1	-	-	-	-	-	-	2	.03%
Spec Ed	1	-	-	-	-	-	-	-	-	-	1	.02%
TOTALS	853	752	635	570	505	521	587	629	637	616	6309	

*All percentages of one or more are rounded off to nearest whole number



HARCUM JUNIOR COLLEGE

BRYN MAWR, PENNA. 19010

Office of Research
IRR 77-40

(V)

An Extended View of Harcum Students/Alumnae 1962-1977

The free exchange of knowledge and information among professional personnel is widely recognized as a valuable means for effecting improvements in existing practices. It is to this significant objective that these institutional research reports address themselves.

Since 1962, the various institutional research reports prepared have examined, among other topics, the college entry status, development, and post-Harcum activities of both students and graduates. This document utilizes this resource. It updates and expands upon information presented in IRR 75-27 (Some 7,823 Students and 2907 Graduates, A Long-Range View of Harcum's Student Clientele) and IRR 71-38 (The Harcum Student/Graduate in Retrospect); A Decade of Development). The institutional research reports cited in parentheses refer to the documents in which the referenced information appears.

After Harcum What?

Harcum graduates, since 1962, have been invited during the summer immediately following graduation to respond to a brief questionnaire. Among other items, it ascertains the numbers of graduates accepted for advanced-standing transfer at 4-year colleges/universities.

The percentages reported are conservative ones, for it is literally impossible to compel graduates, or other schools, to respond to inquiries regarding such transfers. Each year, varying percentages choose not to do so. Consequently, the reported percentages are 'low' approximations, at best:

1962-1969 = 38% yearly average (22-46% range)
1970-1977 = 48% yearly average (43-62% range)
16 year average = 43.5%

As the above tabulation reveals, the 'success' of Harcum graduates in being accepted for advanced-standing transfer increased in the past 8 years, as compared with the prior 8 years. And, since 1968, an average of 41 colleges/universities annually, have accepted Harcum graduates for advanced-standing transfer: 16 In-state; 1 Foreign; and 24 out-of-state. (IRR 77-21).

A conservative listing of colleges/universities in the past decade includes 194 (IRR 77-34). Over the past 15 years, in excess of 400 colleges/universities have indicated that Harcum credits are acceptable for transfer when the grades earned are acceptable, and appropriate enrollment vacancies exist at the time of transfer application.

It has been said that a college may best be evaluated in terms of its 'products', e.g., the graduates' 'success' in further educational articulation and/or employment. Since 1970, an average of 40% of the approximately sixty-nine percent of total graduates have reported successful employment the summer following their graduation.

In short, among these respondents to alumnae questionnaires, approximately 4 out of each 10 report acceptance for advanced standing transfers, and 4 out of each 10 report employment the summer following graduation. Stated another way, 80% of those who responded reported either immediate employment or acceptance for advanced-standing transfer.

Curriculum Relevancy

Predicated upon Harcum's basic educational policy, the link between post-secondary education and the world of work continues to be a major concern of the College. This area continues to receive on-going attention. During the past decade, a records analysis among a sample of 500 graduates revealed that 8 out of each 10 had remained with their initial career program choice throughout their Harcum studies.

Undoubtedly a contributing reason for this high degree of stability in program selection is Harcum's insistence that each program of study be geared, to the maximum extent feasible, to the development of skills having inter-occupational transferability. A curriculum analysis completed last month (IRR 77-33):(General Education Content of Harcum Programs of Study) revealed that among 26 'career' options offered, the College had carefully designed into 21 a core of general education represented by course offerings in the Behavioral Sciences, Humanities, and Natural Sciences Divisions. In the five instances where all three are not represented by 'required' courses, available electives provide the student the flexibility to select individual courses within these three broad disciplines.

This particular approach has permitted the development of curriculums designed to insure basic competencies in mathematics, language-communications and skills in inter-personal behavior. In combination, these essential competencies are important to the satisfactory performance of tasks which are found in a wide variety of vocations that successful graduates may enter.

In brief - the College strongly believes that its graduates acquire generalizable competencies which equip them to enter either the world of work, or to successfully continue their formal schooling.

Assessments By Students, Graduates, and Parents

During the past decade, samples of Harcum graduates totaling 641, responded as follows to the statement - "believe Harcum prepared me for the field I have chosen:"

Very Helpful = 379; Somewhat Helpful = 188; Not Helpful = 70. In all some 89% evaluated their Harcum schooling as being helpful; only 11 out of each 100 respondents indicated a less-than-helpful response. (IRR 77-21)

* * * * *

Periodically since 1967, Harcum students have been invited to respond, anonymously, to a brief questionnaire consisting of the following items:

What are your candid impressions of Harcum regarding:

- (1) Student-faculty relations?
- (2) Your classes, in general?
- (3) College-sponsored activities (clubs, social events, etc.)?
- (4) Your overall impression of the College?

Summarizing and averaging the five times during this past decade that students were circularized, "Satisfaction Indexes" consisting of "average" and "above average" assessments were, for the above-noted (1) to (4) items:

- | | |
|-----------------------|-----------------------|
| (1) = 95% (6% range) | (3) = 62% (38% range) |
| (2) = 89% (20% range) | (4) = 86% (13% range) |

These results indicate that substantial majorities, over the past ten years, have expressed satisfaction with these various dimensions of their college life. It is of further interest to note that the academic years beginning in 1976 and 1977, with the two highest enrollments in the history of the college, also were among the three highest years of satisfaction totals for 1967, 1970, 1973, 1976, and 1977.

The past three times this questionnaire was administered, responses to an open-ended item - "The one thing I like best about Harcum" - revealed the same 3-items being most frequently mentioned:

- (1) faculty interest, help, friendliness
- (2) small classes
- (3) having desired courses/programs

It is considered particularly significant to note that among all of the dimensions of college life which were written in for this open-ended, what-I-like-best-about-Harcum questionnaire item, the top-3 most frequently mentioned were matters 'academic'. Presumably these represent true feelings, for these individuals responded freely - in an open-ended, non-forced-choice situation. (IRR 77-9)

* * * * *

In 1967 and 1977 parents of Harcum students were invited to respond, anonymously, to the same 4-item questionnaire described immediately above. These, in effect, are the impressions communicated to them by their daughters. The numbers appearing in parentheses are the student satisfaction indices as noted above:

Average satisfaction indexes

- | | | | |
|--|---|-----|-------|
| (1) Quality of Student/Faculty Relations | = | 97% | (95%) |
| (2) Quality of Classes | = | 98% | (89%) |
| (3) Quality of student activities | = | 79% | (62%) |
| (4) Overall impression of college | = | 92% | (86%) |

It is noted that without exception, students communicated a higher degree of satisfaction to their parents than they did in direct responses to questionnaires.

On three occasions; 1970, 1972, and 1977, a random sample of 100 parents were contacted, and requested to indicate, anonymously the reasons influencing their decisions to send their daughters to Harcum. The average for the three years of the top-5 reasons they offered were:

1. Curriculum	= 88%
2. Individual student attention	= 62%
3. A small college	= 61%
4. Smaller classes	= 54%
5. Accepts average students	= 51%

As the above tabulation reveals, a majority of the 100 sets of parents contacted considered these dimensions of Harcum in reaching their decisions. It is further noted that the second - "individual student attention" clearly suggests that in practice, Harcum implements its logo - "We Care and Prepare"!

This questionnaire for parents also asked: "what are the 3-best features of Harcum"? In terms of frequency mentioned, the average, top-6 features were:

(1) Very competent teachers	= 46%
(2) Individual attention	= 31%
(3) Small classes	= 31%
(4) Close faculty/student relations	= 27%
(5) Curriculum offered	= 24%

The College finds most gratifying this expressed confidence in the faculty and staff. (IRR 77-23)

* * * * *

Harcum recognizes that the parents of its graduates can be a valuable 'constituency' for the College. How do they view Harcum? In 1974 and 1977 a random sample of 100 sets of parents were contacted each year. Their anonymous collective views (averaged for the two years) were:

Daughter's Harcum education was:

Extremely helpful	= 64%
Moderately helpful	= 20%
Helpful	= 15%
Of little help	= 1%
Of no help	= 0%

Some 99% indicated that they believed their daughter's educational experience was "helpful" or better; only 1% indicating less-than-helpful.

These parents further indicated their impressions, (averaged for the two years), as follows:

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Teaching staff	36%	55%	9%	-
Counseling staff	34%	43%	22%	1%
Academic standards	32%	57%	9%	2%
Variety of courses	38%	47%	13%	2%
Administration	37%	50%	12%	1%

As the above tabulation very clearly indicates, quite substantial majorities of these respondents assess all dimensions as being either "good" or "excellent".

The final question was: "Would you recommend Harcum to other young women seeking a junior college?" Their responses were 92% "Yes" in 1977 and 90% in 1974.

In considering the major 'thrust' of these various parental assessments, with few exceptions their evaluations are 'positive' ones. (IRR 77-23)

Harcum Students - A micro-profile

Past institutional research reports have documented the fact that Harcum's student-holding 'power' is high. Since 1970, the average percentage of invited juniors who returned as seniors has been 76%. And in the past three years it has exceeded this: for 1975 it was 77%; for 1976 it rose to 82%, and for 1977 an all-time high of 85%!

The voluntary student withdrawal rate is another significant indicative record, for it reflects the levels of accommodation various 'generations' of students have made to the College. Since academic 1970/71, it too has averaged an annual 'low' rate of 5.6%. And once again, in the past three academic years it has been even lower: for 74/75, just 5.3%; 4.6% in 75/76; and the very lowest rate ever in 76/77; just 4.4%!

The third dimension relating to student-body stability, and perhaps the single most significant statistic, is the overall student retention rate. This has been defined by the American Council on Education as the percentage of entering freshmen who graduate on schedule with their respective classes.

A national survey reported by the American Council on Education indicated that 62% of two-year college students drop out before graduation. The average annual graduation rate for the past 15 academic years (1962/63-1976/77) has been 70%, or a drop-out rate of only 30% - less than half that reported by the American Council on Education!

Considered in combination, these consistent evidences of a high level of student-body stability surely reflect educational effectiveness for the academic programs and the academic-collateral services and activities which support and reinforce them. (IRR 75-27)

Yet another significant aspect of this Harcum student micro-profile is their utilization of the College learning resource center. Between academic 1970/71 and 1975/76 the average annual ratio of books circulated per student was 16:1. For academic 1976-77 it dropped to a ratio of 10:1. However, although the number of books circulated has decreased steadily since academic 1973-74, the use of "reserve" books in the library has sharply increased from 1973-74. The grand totals (books circulated plus reserve books used) are:

1973/74	=	11,447	1975/76	=	15,377
1974/75	=	13,315	1976/77	=	13,250

Although books circulated in 1976/77 increased over the prior year, it was accompanied by a sharp drop in reserve books used when compared with the prior year. (IRR 77-19)

A phrase familiar to those who have read prior IR reports relating to counseling is: "at Harcum student counseling is a 'way of life' for faculty, staff, and administrators. It is a pervasive and clearly apparent characteristic of the Harcum scene, and undoubtedly is a major contributing factor to the exceptionally low student attrition rate which the College has enjoyed this past decade."

During the decade 1967/68-1976/77, the annual average number of student interviews has been 1820, or an average of three per student. However, this is definitely a 'conservative' number for many interviews simply are not recorded under the pressure of daily activities.

In addition to these personal-social counseling interviews, Harcum students have utilized the College Career Resource Center for both career counseling and job placement assistance. During the 1976-77 academic year alone, the Center:

- (1) Assisted an average of 360 per month
- (2) Registered for job placement assistance an average of 32 per month
- (3) Referred to employers for job consideration an average of 250/month
- (4) Full-time jobs - placed an average of 4/month
- (5) Placed an average of 20/month in part-time and summer jobs

As President Duzy has said: "Harcum cherishes, as a prime objective, to provide an educational experience for young women which has, at its core, concern for the individual. Harcum does have this concern. In the words of Dr. Duzy...."for the teacher to know them, and for students to know the teachers, creates a favorable climate for learning." (IRR 77-10)

"With Harcum being the last major opportunity for many students to implement their vocational plans, broad-based individual job and career information must be and at Harcum is, a matter of highest priority among the academic-collateral services offered by the College. Such sustained and sympathetic attention in helping students satisfactorily resolve the job-related concerns which trouble them, is an integral part of the 'total' educational experience at Harcum." (IRR 75-27)

* * * * *

Helping students resolve individual health concerns has been an important dimension of the student personnel services offered by the College. Since academic 1970/71 the Health Center has seen a monthly average of only 3.8% of the year-beginning student population. It is of particular interest to note that last academic year, with the then largest student-body in the history of the college, both the voluntary student withdrawal rate (4.4%) and Health Center visitation rate (2.9%) are the lowest reported rates since these records have been maintained.

Helping students achieve resolution of health problems increases the integration of each student's physical living during her college years with the larger purposes of the College. In helping students to overcome some of these very practical aspects of daily living which, at times, involve minor crises for the students, these are excellent opportunities for strengthening College/student rapport, as well as helping to promote adequate student growth in personal coping behavior. (IRR 75-27)

Stimulating student participation in significant academic-collateral activities has been an on-going concern of the College. In the area of student government, the average weekly attendance at Student Council meetings for academic 1975/76 was 54% of authorized delegates. For academic 1976/77 it was only 40%.

Obviously, the desire to participate in self-government has been evident only among 3% of the year-beginning enrollment in academic 1976/77. In 1975/76 it was 5%. One might speculate why such a 'low' level of interest and involvement is apparent: one might also 'wonder' why so few of the American electorate take seriously their obligation-and-privilege to vote. Do you suppose there might be some relationship between the two?

* * * * *

In the past two academic years 16 student clubs/organizations were active in 1976/77 and 14 in 1975/76. In both years the extent of student interest-participation varied from a 'low' of 4 in one activity to a 'high' of 47 in another.

In overall terms, expressed as equivalents of year-beginning enrollments, in 1976/77 approximately 10 times this number (7400) attended various student activities throughout the year: in academic 1975/76 the total was approximately 5600, or 9 times the year-beginning enrollment.

Considerable effort and time has been given by staff and faculty advisors to encourage active student involvement in college-sponsored student activities, as well as off-campus events offered in the contiguous community. (IRR 77-13)

* * * * *

Rounding out this 'mini-profile', the following recent-year data provides further insights about Harcum students:

1- Since 1971, the weighted average I. Q. for entering Freshmen has been 109, or "high average" on the Slosser I. Q. Classification Guide of 1964.

2- Since 1971, freshmen have entered from some 17 states and 5 foreign countries, with an average, annually, of 65% residing in Pennsylvania.

3- In terms of high school rank, an average of 46%, since 1971, have been in the upper half of their high school graduating classes.

4- On the average, approximately 88% of Harcum freshmen have entered after public school graduation, with the remaining 12% entering from private, independent and church related secondary schools.

5- In terms of total applications received, annually since 1971 Harcum has enrolled as freshmen some 56% of the total who initially made application for admission.

6- Academic honors awards since 1971 have averaged 11% for Cum Laude; 8% for Magna Cum Laude, and 4% for Summa Cum Laude. In all three categories these exceeded the honors awards in 1970, a trend which has been evident nation-wide throughout higher education.

7- Recognizing the importance of reading skills proficiency in effective learning, Harcum has offered a freshman reading development program since 1966. Between 1966-1975 an average of 65% of Harcum freshmen, annually, scored at or above the 30th national percentile on the Nelson-Denny Reading test. With an average correlation of $r = .67$ and a Coefficient of Determination of 45%, the Nelson-Denny Reading Test has proven to be a very useful predictor of Harcum academic success. (IRR 75-27)

* * * * *

Conclusions:-

Essentially, Harcum exists to help young women prepare themselves to live and work effectively in a world of rapidly changing values. Through its planned programs, both academic and academic-collateral, the College offers its students a variety of opportunities for a humanistic education. By stimulating the intellectual, social, spiritual, emotional, and physical development of the individual, it addresses itself to her 'total' development/learning.

For the student willing to make the effort, which is necessary for learning, Harcum can serve as a sturdy preparation ladder for the individual student. It may lead either to immediate gainful employment upon graduation, and/or transfer to senior divisions of 4-year colleges/universities. The many learning/development experiences available for the student who is motivated to learn, can provide her with a rich learning experience, in terms both of practical usefulness and personal satisfactions.

One general conclusion is apparent after examining the data presented in this report: when the College is 'tested' by its products; i. e., the articulation of its graduates into the community at large, it has evidenced a sustained record of effective results. Broadly following the policy established by its founder, Mrs. Edith Harcum, the College continues to provide both a core of general studies and specialized courses appropriate for the development of occupational skills.

Epilog:

Perhaps the most dramatic statistic of all relates to the number of students attending Harcum currently. Recently the National Center for Educational Statistics reported that enrollments in higher education were up 2.6% nationally, between 1976 and 1977: for Harcum, enrollment increased 13.4% - to the highest enrollment in the history of the College!

December 1977

(Spanning the calendar years 1963-1977, the IRR series, Research Memorandums, and published articles now total 616 documents)

Nota bene:

This is the last report of the 1977 IRR series. Once again, I wish to acknowledge Mrs. Mary Johnson's assistance. Her preparation of these reports has also included suggestions to improve their clarity. Her careful attention has been a great help.

UNIVERSITY OF CALIF.
LOS ANGELES

Boris Blai, Jr. Ed. D.
Dean of Administration

JAN 20 1978

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JUNIOR COLLEGES